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ABSTRACT

Traditionally U.S. schools have been mandated to educate young people about: (1) the mechanics and responsibilities of citizenship; and (2) the diverse cultures and peoples in the world. The two mandates are usually met through separate social studies courses, such as civics and U.S. history for the first and world history, geography, and culture studies for the second. This curriculum unit bridges the two mandates and is based on the article "Guidelines for Global and International Studies Education." The resulting framework contains three content dimensions: global challenges, culture and world areas, and global connections. Built into these dimensions are knowledge, skill, and participation objectives. The unit is divided into four sections: "Global Challenges" (14 activities); "Culture and World Areas" (10 activities); "Global Connections" (10 activities); and "Student Handouts" (28 handouts). (Contains 48 references.) (BT)

The American Forum *for* Global Education

Global Literacy: Challenges, Culture and Connections

Compiled by Donald Bragaw

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Global Literacy: Challenges, Culture and Connections

Table of Contents

Introduction

Traditionally, American schools have been mandated to educate our youth about: 1) the mechanics and responsibilities of citizenship; and 2) the diverse cultures and peoples in the world. These mandates are usually met through separate social studies courses, such as civics, American history for the first mandate and world history, geography and culture studies for the second.

This curriculum unit bridges these two mandates. If the United States is to survive and thrive in the next millennium, students-future voters and leaders-need to be prepared for a variety of potential challenges and opportunities. If the past is a reflection of the future, our students will confront issues that have global dimensions with positive and negative aspects. To make wise decisions, our youth need wide preparation in understanding the world.

Our starting point is the "Guidelines for Global and International Studies Education" developed by H. Thomas Collins, Fredrick Czarra and myself, published in the September 1998, issue of Social Education. This remains a work in progress and we invite your comments and responses. The guidelines were developed by synthesizing previous conceptualizations offered by global education leaders, Robert Hanvey, Lee Anderson and James Becker. This framework contains three content dimensions: global challenges, culture and world studies, and global connections. Built into these dimensions are knowledge, skill and participation objectives.

One problem with past global education frameworks and conceptualization has been the lack of application to the classroom. Teachers and other practitioners have legitimately asked the question, "What does this mean for my classroom?" This curriculum unit is a first step in answering this question. Donald Bragaw has adapted over thirty activities commonly used in global education, as a first step to explore the implications of this framework for the classroom. The American Forum plans to develop new materials based on the guidelines in the future and we invite others to do the same.

Andrew F. Smith
President, The American Forum for Global Education

Guidelines for Global and International Studies Education

Global Challenges, Culture and World Areas, and Global Connections

Guidelines Part I

Since the end of the Cold War, new forces-cultural, political, environmental, and economic-have swept the world. Americans are reexamining the role of their country within these new global complexities and questioning the ability of many of our basic institutions from the government to the military to our financial institutions to cope with these new realities. No institution needs to respond more than our nation's schools.

Due to this concern and high public interest, the United States has an "open moment" to affect crucial changes in our education systems. With federal support, academic standards have been established for students, first in language arts, history, geography, mathematics, and science, and subsequently in civics, the arts, and foreign languages. Simultaneously, many states are incorporating national education standards into curriculum frameworks.

These efforts to develop education standards are laudable, and they contain global and international studies components. However, many important issues related to global and international studies are missing or are inadequately dealt with. What should all US students be expected to know and understand about the world? What skills and attitudes will our students need in order to confront future problems, which most assuredly will be global in scope? How are the global and international dimensions of learning being addressed by the new academic standards? What do scholars from the international relations disciplines and experienced practitioners of global education believe students should know, and how can these insights best be incorporated into the existing standards? What global and international education guidelines are appropriate for pre-collegiate education? How will schools implement these guidelines when confronted with so many other problems? What should students know about the United States and its connections to the world?

Since 1968, when the US Office of Education funded the Foreign Policy Association to develop a list of objectives for international education, individuals and organizations, united under the rubrics of world areas and global or international studies education, have asked similar questions. Their answers present an array of diverse approaches, objectives, contents, skills, methods, and values. Out of these efforts have come excellent ideas, materials, and programs.

To help elementary and secondary school educators responsible for curriculum development or revision at both local and state levels, we have attempted to provide a summary of what concerned scholars and educators have recommended that American K-12 students study in the international dimension of their education. These guidelines, or intellectual filters, are not "standards" as the term is being used by academic disciplines, but they can be used to validate local curriculum decisions and to assure that the international dimension receives attention.

We have limited our focus to three broad areas or themes: Global Issues, Problems, and Challenges; Culture and World Areas; and the United States and the World: Global Connections. No claims of infallibility are made for dividing the task into these three domains; others may legitimately divide the international dimension of education differently. Within each theme we provide the rationale for studying the theme, knowledge objectives indicating what students should know and understand about the theme, a list of skills that students need in order to understand the issues encompassed by the theme, and participation objectives, which indicate what actions students should be able to take in relation to the challenges addressed by the themes.

If the study of global issues and challenges, culture, and the United States' global connections are ignored by our schools, our students will be inadequately prepared to function in an increasingly interdependent and conflict-prone world. This would be a serious mistake. If the US electorate is to be equipped with the necessary knowledge, skills and, most important, willingness, to better understand international matters, K-12 schools carry the major responsibility for assuring that all of our citizens are sufficiently informed to act responsibly when these matters are discussed and voted upon.

Activities 1-14, Global Challenges

Guidelines Part II

To identify major global issues, problems, and challenges, we examined 75 documents on global and international studies education to locate common topics. These documents spanned the last five decades and included several reports and surveys not written by citizens of this country. Unfortunately, few authors prioritized their recommendations. Thus, our compilation of global issues, problems, and challenges reflects only the frequency that a topic received mention. In some cases it was necessary to interpret the author's exact meaning or intent. Some collapsing or rearranging of topics was also necessary to hold the categories to a reasonable number. However, the ten resulting categories include virtually everything intended by those whose work provides the basis for this compilation.

The ten categories form a working list meant to be scrutinized, reacted to, and refined by those responsible for improved teaching and learning about the international dimension in K-12 schools. The ten categories are: (1) conflict and its control; (2) economic systems; (3) global belief systems; (4) human rights and social justice; (5) planet management: resources, energy, and environment; (6) political systems; (7) population; (8) race and ethnicity: human commonality and diversity; (9) the technocratic revolution; and (10) sustainable development. (See "What Should Students Study?" for further explanation of these ten topics.)

Why should students learn about global issues, problems, and challenges? All evidence indicates that global issues and problems are growing in magnitude and will neither go away nor resolve themselves. They require action. In turn, that action-if it is to be effective-requires citizens who are trained and willing to deal with difficult and complex global issues. Students should leave school reasonably informed and concerned about one or more of the major global issues, problems, or challenges facing the human race.

Knowledge Objectives

No one can claim to know with certainty what students in over 15,000 diverse school districts should study, know, and understand about their world now and in coming years. Nor can any student be expected to master more than a small fraction of the information available on any of the major issues facing our world; each is vast, complex, and changing constantly. But expert opinions, as well as all projected trends, indicate that few of these issues or problems will be resolved in the short run; probably most will not even be partially resolved in the long run. Nevertheless, those responsible for determining curriculum at the district and state levels need to address the following knowledge objectives as best they can.

1. Students will know and understand that global issues and challenges exist and affect their lives. Awareness is a necessary prerequisite to understanding. If we expect today's

students-tomorrow's leaders and voters-to make intelligent decisions in the marketplace and at the ballot box, they must have a degree of literacy regarding the global problems, issues, concerns, and trends that increasingly impact their lives. Global literacy does not require in-depth expertise. Rather, it entails reasonable familiarity with a number of global issues that dominate the news, coupled with a working knowledge of the basic terminology and fundamental concepts of these issues. It means knowing enough about some global issues to intelligently analyze others.

2. Students will study at least one global issue in-depth and over time. When studying any complex issue, "a little knowledge is a dangerous thing. "Students may be left with the false impression that they have somehow become experts without expending the time and labor that genuine expertise necessitates. Schools may inadvertently contribute to this condition when they insist on coverage rather than depth. To be effective, the serious study of any global issue requires time and depth.

3. Students will understand that global issues and challenges are interrelated, complex, and changing, and that most issues have a global dimension. Students should be encouraged to find the relationships between different domains of knowledge in order to gain a realistic perspective about any global issue. They should become familiar with some of the mechanisms available for managing global problems and to what degree those mechanisms have functioned successfully in the past.

4. Students will be aware that their information and knowledge on most global issues are incomplete and that they need to continue seeking information about how global and international issues are formed and influenced. Global education is a lifelong process. New global issues will emerge in the future, and new insights into current global challenges will be generated. Opinions and attitudes about international topics are influenced by different channels: parents, peer groups, the media, and private and public interest groups. Students need the skills and abilities to examine and evaluate new information, including understanding the biases of the source.

Skills Objectives

Because global issues and challenges are not static, students need to develop the following skills to help them analyze and evaluate today's global issues and to be able to analyze and evaluate new issues in the future.

1. Students will learn the techniques of studying about global issues, problems, and challenges. The study of any global problem or issue requires time and depth. Having students learn how to learn about global problems and issues may be as important as learning about any single issue.

2. Students will develop informational literacy about global issues and challenges. In our over rich data environment, our chief concern should be to help students, in Charles

McClelland's words, "develop criteria for discriminating, evaluating, selecting, and responding to useful and relevant data in the communication flow of reports about conditions and developments in the international environment." In other words, we must help them to become effective at processing data.

3. Students will develop the ability to suspend judgment when confronted with new data or opinions that do not coincide with their present understandings or feelings. When information or beliefs about global issues conflict with students' present perceptions, students must be able to demonstrate thoughtfulness and patience if genuine understanding is to result. Global problems and issues are complex and constantly changing, often reflecting strongly held divergent views. Students must learn to respect such views while maintaining their own right to respectfully disagree.

Participation Objectives

"Education is only worth the difference it makes in the activities of the individual who has been educated," said George Drayton Strayer in his 1912 textbook on teaching methods. Unless the study of global issues, problems, and challenges leads to some positive action, such study is difficult to justify, given the multiple demands already facing today's schools. To be effective, action need not be limited to the physical activities students often engage in to help maintain or improve their local environment. Action also means caring enough about global problems and concerns to become and to stay informed and to act intelligently when civic action is required. Further, it means practicing active US citizenship in an increasingly interdependent, conflict-prone, and changing global arena. Some actions that students should be able to perform when confronting the effects of global issues and challenges are noted below.

1. Students will approach global issues, problems, and challenges neither with undue optimism nor unwarranted pessimism. The study of any global issue or challenge can become stressful, particularly for younger students. Depending on the topic, such study can leave them fearful or guilt-ridden. Neither fear nor guilt are good motivators, and neither will lead to civic action. Thus, classroom teachers must select issues that are within both the research capabilities and the maturity level of their students. Leaving students frustrated by the enormity of a global problem or feeling guilty because of their inability to "solve" it serves no purpose.

2. Students will develop a sense of efficacy and civic responsibility by identifying specific ways that they can make some contribution to the resolution of a global issue or challenge. School systems have the obligation to foster effective civic action. Despite the complexity of global issues and challenges, students can contribute toward resolving or ameliorating their effects.

What Should Students Study?

At the core of all contemporary international and global studies are two concepts, change and

interdependence. Engineers quip, "If we can make it work, it's probably already out of date!" That expression also applies to the major, largely unresolved, problems, issues, and concerns that dominate both the popular media and scholarly journals today. About the time that someone claims to "have a handle" on any problem, a new manifestation of it occurs. Proposed resolutions or solutions are suddenly inadequate or, as is often the case, are found to contribute to a greater problem previously unknown or unacknowledged.

The metaphor of a spider's web applies remarkably well to today's global problems and challenges. Touch that web anywhere, even lightly, and it vibrates everywhere. Similarly, if one "touches" any global problem, one instantly realizes its connectedness or interdependence with another. As University of Chicago psychologist Mihaly Csikszentmihalyi stated, "It is imperative to begin thinking about a truly integrative, global education that takes seriously the actual interconnections of causes and effects."

Further, it is not overstating the case to say that the concepts of change and interdependence are so central to all of the social and physical sciences that they clearly deserve serious and continuous attention throughout the scope and sequence of any academic program to prepare globally literate students. A serious investigation of global problems and challenges demands that one deal conceptually with both change and interdependence. Together, these two concepts provide a baseline for developing global literacy.

Virtually without exception, those whose thinking we examined in this compilation identified unprecedented change in all aspects of life as something all schools should address. The concept of interdependence or connectedness-"systems perspective" or "systems thinking"-also received near unanimous mention. Even in those cases where one or both of these concepts were not mentioned specifically, both were clearly subsumed under one or more of the other topics recommended for study.

What Should Students Study?

Although all of the answers concerning what students should study about global issues and challenges are not included here, we have tried to select the best thinking and writing on the subject. The categories we designated are neither exhaustive nor mutually exclusive. In fact, there is significant overlap among some categories. However, despite differences detected, there exists far greater consensus on what should be studied.

While no individual teacher and very few school systems have available to them the resources necessary for their students to investigate all of these issues to any reasonable depth, students should be given the opportunity-and time-to develop the academic skills and techniques necessary to efficiently and systematically explore other global issues and problems in the future.

Ten Key Categories

The ten categories we identified form a working list meant to be scrutinized, reacted to, and refined by those responsible for improved teaching and learning about the international dimension in K-12 schools. The ten categories are: (1) conflict and its control; (2) economic systems; (3) global belief systems; (4) human rights and social justice; (5) planet management; (6) political systems; (7) population; (8) race and ethnicity: human commonality and diversity; (9) the technocratic revolution; and (10) sustainable development.

1. Conflict and Its Control: Violence/Terrorism/War. (Low-intensity to International) Included under this broad heading are several sub-clusters. The first cluster is sub-national conflicts, that is revolutions, civil strife, assassinations, and rebel or guerrilla activities (often today's "freedom fighters"). Recent lists also include genocide and ethnic cleansing as well as tribalism and secessionist movements, which may lead to violence. A second cluster centers on the proliferation of weapons-conventional, chemical, biological, and nuclear-and the arms race, which encompasses sales, sanctions, controls, and trafficking. A third cluster concerns terrorism-state-sponsored terrorism, sanctuaries, social revolutionaries, national separatists, religious fundamentalists-and cross-border conflicts based on irredentism or revanchism. Lastly, matters of national security, including the use of force by nations either unilaterally or in combination with other nations, is found on more recent lists.

   Of great concern is that arms control, conflict resolution on an international scale, control of conflict, and the formal peacekeeping activities by the United Nations-with a few notable exceptions-receive far less emphasis in the sources consulted. Schools need to address this crucial area. Given the frequency and intensity of conflict-related issues dominating today's world events, to neglect the study of the methods available to prevent or mediate conflict is a serious omission.

2. Economic Systems: International Trade/Aid/Investment.
   The more recent the source consulted, the greater the emphasis placed upon economic problems and issues. The first cluster identified includes understanding comparative economic systems, for example, state socialism and other centrally planned economies that differ from our own, typified by the former Soviet system. Also mentioned are the transitional and mixed economies typical of many developing nations today. Finally, virtually every source indicates that a working knowledge of our own free-market or free-enterprise model is a prerequisite for understanding economic systems different from our own.

   The second cluster relates to international trade, encompassing patterns, balance of trade and payments, free trade and zones, trade negotiations-protectionism, quotas, sanctions, and embargoes-as well as tariff and nontariff barriers. Currency exchange (rates, fluctuations) also received mention.

A third cluster focuses on foreign aid, such as purposes, forms, amounts, and conditions as well as the role of donors and multilateral aid programs. Some of the sources placed major emphasis on the need for better understanding of foreign aid. Recent public opinion polls indicate widespread public ignorance regarding all aspects of foreign aid and extraordinary misconceptions concerning the percentage of the national budget devoted to our foreign aid programs.

Direct foreign investment, including stress on the role of multinational corporations (MNCs), transnational enterprises (TNEs), and regional trading blocs (EU, NAFTA, GATT, etc.) were also cited as important topics.

Lastly, a cluster of economic concerns focused on the specific needs of the developing world such as debt crisis and relief, preferential trade policies, and protecting infant industries. An understanding of the increasing economic disparities (the rich-poor gap) within and among many world nations also received mention.

3. Global Belief Systems: Ideologies/Religions/Philosophies.
Publications from the Cold War period stressed the need for the study of comparative ideologies, that is, Soviet-style communism and its various off-shoots, particularly Chinese communism. Many of the sources consulted emphasize the need for students to study major world religions as a means of better understanding other cultures as well as improving students' understanding of followers of those religions residing in this country.

Several sources recommend the study of other nations' or cultures' philosophies. However, in most cases it is unclear exactly what this means. It appears that these references are primarily directed at either political philosophies or ideologies, for example, socialism, communism, and fascism, or thought systems identified with a particular religion, for example, Confucianism, Hinduism, or Daoism. This apparently is seen as a means to better understand and to develop empathy for other cultures.

4. Human Rights and Social Justice/Human Needs and Quality of Life.
The category of human rights and social justice includes a broad array of human concerns and topics related to the quality of life worldwide. The more recent the source consulted, the greater the emphasis placed on global human rights. The first cluster focuses on problems associated with human rights and social justice including gender and equity issues, the rights of children (child labor, street children, various abuses), equal access to justice, and rights' violations and abuses based on ethnic, racial, sexual, or political identities.

A second cluster-probably the one that has generated the most intense media attention and public concern-focuses on problems concerning food and hunger (chronic malnutrition, famine). Included here are global food security, unequal access to food, food aid, the green revolution, and diseases related to inadequate diet.

A third cluster focuses on broad concerns of heath, education, and welfare, for example, infectious diseases (particularly HIV and AIDS), inadequate sanitation, drug use (trade, prevention, prosecution), inadequate shelter or housing, illiteracy, low standards of living, and the lack of a social safety net.

5. Planet Management: Resources/Energy/Environment.
Virtually every source consulted places major emphasis upon resource depletion-including energy-and environmental degradation or pollution as crucial areas for student study. The resource cluster includes renewable and nonrenewable resources, resource dependence, stockpiling critical resources, recycling, and the role of commodity power in international commerce. The more recent sources emphasize water-its management, reuse, pollution, scarcity, and cost. A few sources cited space as an often overlooked resource.

Topics relating to energy sources-particularly petroleum and nuclear energy-appear on almost every list for study. Production and consumption patterns, proven reserves, costs, the security or dependability of sources, and future oil shocks (OPEC) make up one group of concerns. A second group focuses on alternative energy sources (solar power or hydro power), the problems and potentials of nuclear energy, and the need for conservation.

Studying the condition and care of the environment includes topics such as air, land, water, and seabed pollution; global warming and cooling; ozone depletion; toxic and nuclear wastes (disposal and international trade in); and acid rain. A second set of issues focuses on degradation of the land through erosion, deforestation, drought, or desertification, and reductions in generic, biotic, and species varieties. Some sources also mention carrying capacity and environmental instability as concepts students should understand.

Perhaps no other topic mentioned reflects as high a degree of concern-in a few cases bordering on alarmist-as does the condition of the environment and its care. Schools planning studies of environmentally related topics would be wise to take extra precautions to assure that students are presented with the most balanced and scholarly data currently available.

6. Political Systems: International Structures/Institutions/Actors/Procedures.
Many of the sources examined stressed the need for the study of political systems and ideologies (as with economic systems above) that differ from our own. Under the institutions cluster, the United Nations and its agencies dominate most lists, but the increasing role of regional organizations (NATO, SEATO, OAS, OAU, etc.) also are recommended for study. A second cluster of concerns focuses on the role of alliances, treaties, and negotiations (regarding arms, refugees, trade, and human rights violations). More recent sources mentioned political disintegration, irredentism, secessionism, devolution of nations, separatism, and the opposing trends of regional integration and

increased democratization and autonomy.

Non-governmental organizations (NGOs), and their increasing role and presence in international affairs, are also recommended for study. Finally, a cluster focuses on international law and the role of the World Court. Formal study of US foreign policy is also recommended by some authors.

7. Population: Demographic Growth/Patterns/Movements/Trends.
No single problem or concern is listed more frequently than population, particularly its control. Some authors feel that unless present growth rates are checked, particularly in parts of Africa, Asia, and Latin America, solutions to most other global problems will continue to elude us.

Basic information on population growth (birthrates, death rates, fertility rates, replacement rates, migration, immigration, and emigration), and its changes, patterns, and trends make up one cluster. Another cluster focuses on issues that can be controversial, such as family planning and contraception practices, including state-sanctioned abortion or sterilization. It would appear wise that public schools dealing with these topics exercise extreme caution.

A third cluster includes a variety of population-related issues, for example, guest workers, illegal aliens, aging, drift to the cities, political asylum, dependency ratios (percentage of a population under 15 or over 65 years old), and the rapidly increasing numbers of refugees and displaced persons worldwide.

8. Race and Ethnicity: Human Commonality and Diversity.
Most of the sources consulted feel this topic should be studied by all students, but few provide details. In most cases, "reducing prejudice," "avoiding stereotypes," or "eliminating discrimination" are listed as the goal for such studies. Others stressed "celebrating diversity" or "enhancing students' self-image/concept" as the primary goal.

Some scholars and others who included this topic on their lists stress specifics such as race and immigration quotas or preferences, exclusion laws based on race, problems of indigenous ethnic groups, ethnic/cultural roots, color consciousness, and, in more recent sources, ethnic or racially based genocide as well as the ongoing debate concerning Eurocentrism vs. multiculturalism. In any case, serious consideration of this topic would appear mandatory given our pluralistic society and world.

9. The Technocratic Revolution: Science/Technology/Communications.
With the exception of communications-often coupled with transportation-this category of issues receives little attention in the earlier sources examined. However, virtually all of the more recent sources emphasize the role that science, technology, and communications

play in the lives of all humans. Several individuals note correctly that the study of science and technology provides an ideal vehicle for social studies, math, and science teachers to develop cross-disciplinary lessons and units. Having students discuss both the pluses and minuses of the impact of science and technology on peoples' lives worldwide is suggested.

The communication cluster includes innovations, networking, freedom of use, the information revolution (access to, balanced flow, and censorship) and increasing speed coupled with decreasing costs.

10. Sustainable Development: Political/Economic/Social.
Included under this heading is what might be called the "neo" cluster: neocolonialism, neomercantilism and neoimperialism, all manifestations of broader dependency theory issues that include increasing foreign debt and economic imperialism.

A second cluster of concerns centers on drift to the cities and explosive urban growth (megacities), often accompanied by increasing social and economic problems and growing city-countryside disparities that cause political instability, often leading to violence.

A third cluster includes the role of commodity power and the attempts to form cartels among those developing nations that possess raw materials needed by the more industrialized nations. Also included is the nonaligned movement that, at times, influences voting at the United Nations.

A final cluster centers on the internal regional disparities existing in many developing nations, the mistreatment of indigenous peoples in some, and autonomy movements in others.

Activity 1
How Do We Analyze A Global Issue?

Adapted from "How Do We Analyze A Global Issue?" in Global Issues for the 90s. Denver: Center for Teaching International Relations, University of Denver, 1993. pp 11-14

Grade Level Secondary

Introduction

Analysis of global issues follows a pattern that can become a model for lifelong learning. The goal is to give each student a set of questions that he/she can apply to global issues as they develop in a rapidly changing world. Rather than teaching them a body of knowledge which may soon become outdated, we can provide them with tools to locate and evaluate new information. This lesson introduces a model which can be used throughout a course to provide a basis for comparison of global issues.

Teacher/Student Objective

The major goal of this activity is to provide students with an analytical tool by which to examine any global issue.

Gauging Student Understanding

The progress indicators cited reflect desirable end goals. Teachers should be prepared to use a wide variety of observational, testing and authentic achievement evaluation measures in judging the progress of students.

By providing students with a set of guides by which to examine a global issue, and teaching them to apply it to a specific case study, students should be able to work through the process, distinguish between and among various perspectives, and be able to show specifically how the issue is related to their lives: personally, locally, nationally and globally.

Suggested Materials

Copies of Handout 1A, Global Issues Analysis Model. (See Handout Section.)
Teacher-collected resource materials on a selected global issue.

Initial Data for Consideration and/or Process

The teacher may use this model in any number of ways, depending on the skill level of the students and the materials available:

Teacher-directed: Use the model as a demonstration of how to analyze a global issue. Give students an oral introduction to a selected global issue and instruct them to take notes on Handout 1A. The use of overhead transparencies to illustrate data, brochures, or articles about successful programs and/or news articles to show national/local impact would make the presentation more concrete.

Readings: Many texts and supplementary materials have sections on specific global issues. Assign appropriate readings, supplementing as necessary for Sections IV-VI of the handout with news articles, brochures and/or speakers.

Current News Articles: Base the issue analysis on current news articles, assigning students to locate the articles through the use of a computerized news service or periodical index. Use class discussion and/or guest speakers to supplement the other materials.

Small Group (Jigsaw Method): Divide students into groups and provide data for one of the sections on the chart. After examining the materials and preparing a summary for their assigned section, regroup students. Each new group has a representative specializing in each section on the chart. The representative is responsible for teaching that section to the rest of the group.

Whichever method is used, make sure that the students understand the model as a sequence. It is important that they see it as a pattern and practice it enough so that the steps become a part of their thinking process as they approach a new issue. Reinforcing the model throughout a course is the best way to help students internalize it.

The purpose of each step is explained below; use these as guidelines either at the time the model is first introduced-step by step-or an as inductive exercise to summarize the lesson after having worked through the issue.

Summarizing the Problem: Instruct students to imagine that they are in a court of law. They need to present the most convincing evidence that this is a serious issue involving a large number of people which crosses national boundaries. Encourage them to see that their evidence should be specific but not narrow. The evidence should be presented in a logical sequence leading to the conclusion that there is a serious problem.

Causes: Most course objectives stress the importance of cause-and-effect relationships. Help students to distinguish between direct and underlying causes. The use of web diagrams, charts or cartoons will help them to visualize causes.

Perspectives: It is important for students to understand that there are multiple perspectives on a global issue. They should be able to explain how a person's perspective is influenced by his/her background and experience, and how differently some issues are viewed by those outside their own country.

Successful Programs: Psychologists have noticed in today's students a tendency to become

depressed over the seeming hopelessness of some global problems such as the arms race, hunger and poverty. As part of the study of a global issue, it is vital to show students what can be done and what has been successful. Depending on the issue, the teacher can use materials or speakers from such organizations as Amnesty International, the Peace Corps, Heifer Project, various UN programs, etc. Start a file of materials on successful programs and have students bring in articles or suggest contacts to update it.

Global/National/Local: Help the students to trace the impact of an issue on each level and to understand that a global issue manifests itself in different ways at the national and local levels. Make them see the connections between the issue and their role as citizens of a nation, state, and community (pending legislation, involvement in organizations, consumer decisions).

Think Globally, Act Locally: Students will feel more connected to global issues if they see ways in which they as individuals can become involved. Many classes write letters or send faxes to officials; others make donations to an organization; some may volunteer for a local project such as a soup kitchen or Habitats for Humanity. Even seeking out new experiences or acquaintances is a form of action. Students could invite an immigrant from the former Soviet Union to come to their class and describe the adjustments he/she had to make in coming to the United States.

Other Possible Activities

Assign students to role play several perspectives on an issue, using their notes on the chart and other materials.

- Ask for volunteers to plan a news report on the issue for (1) an international newscast such as CNN; (2) a national newscast representing a specific country; and (3) a local newscast from your community.
- Assemble a bulletin board on the theme, "Think Globally, Act Locally." Include pictures and materials showing how people in your community are participating in projects related to a global issue.
- Help students plan an educational project on a global issue to present to another class in your school or at an elementary or middle school.
- Prepare and print a brochure with facts about a global issue and ideas for citizen action.

Activity 2
Land-Mines: The Art of Modern Warfare and The Horrors of Human Suffering

Adapted from a project of UN CyberSchoolBus entitled, "Schools De-mining Schools." The entire series can be found at: www.un.org.pubs/cyberschoolbus.

Grade Level Secondary

Introduction

The 1997 Nobel Peace Prize was awarded to the International Campaign to Ban Land-Mines. This organization, located in Putney, Vermont, is headed by Jody Williams, a long-time activist. Also, Diana, Princess of Wales, became a strong advocate of the banning of land-mines just prior to her untimely death. The economic impact of such weapons on the well-being of the peoples and the welfare of developing nations has become a critical issue for the international community. This impact has once again called upon governments worldwide to seriously consider the hideous nature of modern warfare and its devastation of civilian populations in acts of terrorism and genocide. The mass deportations, the slaughter of ethnic populations and the destruction of the means of economic survival in Bosnia and its neighbors all demonstrate these new techniques of armed conflict. Land-Mines are only one example of these techniques, but the sight of vastly increasing numbers of horror-stricken and maimed men, women and children in hospitals throughout the world is an urgent cry for control.

Teacher/Student Objective

Describing land-mines and their power to destroy lives or maim bodies fosters a humane conscience among students, and can encourage them to take an active role in banning the use of such mines. This objective incorporates: the basic information concerning land-mines and the consequences of their use; the reasoning needed to determine an issue, examine its premises, order its pro and con arguments and reach tentative conclusions; and the ability to identify civically responsible actions which might be opposed to the implementation of land-mining during conflicts.

Gauging Student Understanding

The progress indicators cited reflect desirable end goals. Teachers should be prepared to use a wide variety of observational, testing and authentic achievement evaluation measures in judging the progress of students.

Examining some factual and reportorial data concerning the nature, production, use and horror of land-mines, students are encouraged to derive testable hypotheses and pro/con generalizations

concerning the extension of a device of war to civilian populations. Given opportunities to act upon their knowledge the students will reveal the depth of their informed opinions and/or convictions.

Suggested Materials

- Copies of Handout 2A, Land-Mine Fact Sheet.
- Additional readings and use of computer generated information is both encouraged and advised to keep the data current. Such sources will also provide personalized case studies (such as the efforts of Diana, Princess of Wales, at banning mines; or accounts of maimed children in various countries) which can be used for enhancement of the emotional impact of the issue-a very important part of rendering the issue real.

Initial Data for Consideration and/or Process

Handout 2A, Land-Mine Fact Sheet, is designed to generate student observations, comments and conclusions about the issue of land-mines. Distribution of this data, and dividing the class into small groups to share data analysis, observations and tentative generalizations, based on the following discussion topics, would be profitable over the course of several days:

- Modern warfare has redefined battle sites and plans.
- Land-mines are instruments of immorality.
- Banning land-mines is a political decision.
- The financial costs of making land-mines are minimal.
- Producers of land-mines should be tried as war criminals.
- The use of land-mines is a human rights issue.
- Other related topics.

In a general classroom, or other venue, students discuss the effects of war on civilian populations (during and after a conflict) and realize that land-mines have a long-lasting devastating effect; the students could engage in a debate over the issue of technological vs. terrorist warfare.

In a report on a current event, such as a drive-by shooting or an innocent person caught in the crossfire between police and criminals, draw the analogy to land-mines as a major example of a weapon of war which harms or destroys innocent victims.

In an oral or written exposition of humanitarian efforts to spare civilian populations from the horrors of war, students might present the case for the prohibition of land-mines as an instrument of war. Students will exchange their written efforts and weigh the effectiveness of the written word to convey the devastating nature of land-mine casualties.

In an interdisciplinary unit on land-mines, students are encouraged to create posters, advocacy placards and handbills which would stimulate the general population to an awareness of the critical nature of the banning of land-mines; they could test these efforts by organizing a display

and marching in mock-protest through the school halls. A before and after survey might be utilized to discover peers' increased awareness of the issue.

Other Possible Activities

Include materials on the land-mine issue in your school or community newspaper.

- Write letters to your elected officials, as well as to the United Nations representative from your country, urging them to support a ban on land-mine production, use, transfer and stockpiling.
- Ask your local radio or TV station if you can help to prepare a program on land-mines.
- Write to the CEOs of multinational companies, encouraging them to support the ban on land-mine production, use, transfer and stockpiling.
- In your school or your community, boycott products and services of companies and their subsidiaries who manufacture land-mines and other munitions.
- In your school or community, establish a "Land-Mine Awareness" week or display. Ask your PTA or PA to sponsor a joint student/parent meeting.
- Conduct a Land-Mine Awareness panel discussion or debate. Collect funds through various school activities to donate to the United Nations Voluntary Trust Fund for Assistance in Mine Clearance administered by the Department of Humanitarian Affairs at the United Nations.
- Using the Internet, go to the web page of the UN (http://www.un.org) and download all recent news articles on land-mines.
- Join with other schools across your state, across the nation, and internationally to create a "Students' Crusade for the Ban on Land-Mines."

Activity 3
Human Rights: Whose Rights are Right?

Adapted from "What Rights Are Right?" in Intercom # 103, Beyond Boundaries: Law in a Global Age. New York: Global Perspectives in Education, Inc., 1983. pp 6-9.

Grade Level Secondary

Introduction

Human rights concern the relationship of people with their society. What rights and responsibilities does that society afford? What duties and obligations do people have? What duties and obligations does the society have? How does the society treat its people, and how do people within the society treat one another? If a nation denies its people basic freedoms, it is not likely to be concerned with the basic rights of peoples of other nations.

Not all nations have documents to guarantee basic human rights. However, the idea that individuals ought to be afforded dignity and rights by virtue of their humanity is a universal one. To support that idea, international documents developed by the United Nations declare the universal rights of human beings. To ensure that people the world over are granted basic human rights, we must take steps to educate ourselves about these rights. The first challenge for teachers is to establish an atmosphere of tolerance, respect and solidarity. Teachers' attitudes toward their students set an example for the development of students' attitudes. An openness to discussion and to divergent opinions will facilitate this development.

The struggle for human rights has been long and arduous. Some pinpoint its beginning with Hammurabi's Code in 1700 B.C., in which the concepts of law and justice were established. The attainment of human rights for all will be achieved only when each individual acknowledges the validity of these rights. Therefore, an understanding of human rights begins with the individual. Recognizing one's own basic human rights is the first step in the quest for achieving human rights for all.

Teacher/Student Objective

The class, the teacher and students together, will grapple with definitional aspects of "rights" guaranteed to all humans and generate a working list of such rights to form a base for judgment. These judgments will be used to compare and contrast rights as they exist in various global documentary sources, and to continue that discussion in reference to relevant historical and contemporaneous situations.

Gauging Student Understanding

The progress indicators cited reflect desirable end goals. Teachers should be prepared to use a

wide variety of observational, testing and authentic achievement evaluation measures in judging the progress of students.

Through the examination of current events newspaper articles that deal with the topic of, or issues related to, human rights, students will develop their own definitional base for judging what is and what is not a matter related to human rights, and reveal their ability to apply this standard by examining both historical and contemporaneous events.

Suggested Materials

- Copies of the Bill of Rights of the United States Constitution; the UN Declaration of Human Rights, and the Declaration of the Rights of Children.
- Copies of the following documents or sources should either be available for reference or put on reserve in the library:

Declaration of Independence
The Rights of Man (Paine)
Common Sense (Paine)
Summa Theologica (Aquinas)
Code of Hammurabi
Ten Commandments
Declaration of the Rights of Man
English Bill of Rights
The Spirit of Laws (Montesquieu)
Das Kapital (Marx)
The Social Contract (Rousseau)
Code of Justinian
K'ung Fu-tzu (Confucius) Analects
Magna Carta
Meng-tzu (Mencius)
Mandate of Heaven
The Shari'ah
The UN Charter
Writings of Plato, Aristotle, Cicero, etc

Access to newspapers and periodicals should be provided. These should either be highlighted or already clipped for ease of distribution and use. The same use of newspapers should be made at the end to further check the students' understanding of human rights.

Process and/or Initial Data for Consideration

In discussing a series of newspaper or periodical articles (some of which are purposefully designed not to illustrate human rights violations) previously selected by the teacher, students will single out examples of persons being persecuted or dehumanized and indicate why they believe that a human rights issue is involved.

Given a listing of these instances of human rights (along with the other non-instances) and a free discussion of the differences between "human" rights and "other rights," the students will propose a working definition of human rights.

Using the definition they have agreed upon, the students will generate (either individually or in small groups) a list of rights which they believe all humans should possess inherent to their

humanity. This should be conducted in a brainstorming manner with no student assertion denied.

After generating the list, students individually will compare their list with what they believe are the "rights" which they possess as (a) students; (b) adolescents; and (c) as future adults. By so doing, they will indicate the depth of their perceptions by identifying differences and similarities. By choosing the one right that they believe is the most significant and writing a short paragraph about it, they will reflect the intensity of the learning experience. The opportunity to share their own perceptions with the remainder of the class and to come up with a consensus on what they believe are the most important rights of humans will significantly indicate their understanding.

By making direct associations from their consensus list to the Bill fo Rights to the US Constitution, students will demonstrate the realization that, either directly or through interpretation, many of the rights they identified are guaranteed to them as a adult citizens (and, by court decisions to children as well). Are there any rights on their list that they think should be included in the Bill of Rights? Should they add any rights to their list?

Other Possible Activities

Tell students that the member nations of the United Nations have also tried to list basic human rights. Distribute the readings on the Universal Declaration of Human Rights and the Rights of the Child. Explain that member countries disagree whether these documents are legally binding on any nation, since they are embodied in a treaty-the UN Charter-which the member states ratified. They do, however, represent a model for human rights and fundamental freedoms that should be available to all people. Have students compare US Constitutional amendments to the Declaration of Human Rights to evaluate how their legal rights "stack up." Ask students to "match" articles from the Declaration of Human Rights to the amendments.

You might also provide a copy of the Declaration of Independence as part of this exercise. If so, ask students if they recognize that Article I of the Declaration of Human Rights parallels the first statement from the Declaration of Independence ("We hold these truths to be self-evident, that all men are created equal."). Also discuss Article 21 of the Declaration of Human Rights. Note that both it and the Declaration of Independence insist that people have the right to govern themselves. Ask students if they want to make any further additions to the class list of human rights.

At this juncture, you might point out that many of the rights contained in the amendments are concerned with voting and other political freedoms. This concern with political rights can be explained readily if students recall the period in which the Constitution was written. Today, many Third World and developing countries are more interested in economic rights, and this is reflected in the UN document. Ask students to discuss this. This difference in the way the most important human rights have been perceived has caused disagreement between Western nations, which traditionally have been interested in political rights, and Third World nations, which are sometimes more interested in economic rights. At the end of this activity, ask students if they

feel the amendments adequately cover their human rights. Is each of the rights they have listed protected in some way in the US? How? Is it covered in the Constitution? Is it a local, state or federal law? Is it handled by social tradition?

Activity 4
Indigenous People: A Human Right to Exist?

Adapted from "Who Are Indigenous Peoples?" in Global Issues for the 90s. Denver: Center for Teaching International Relations, University of Denver, 1993. pp 86-97

Grade Level Secondary

Introduction

The United Nations, in recognition of the vital role that indigenous peoples play in many world regions, declared 1993 the Year of the World's Indigenous Peoples. The declaration was intended to give indigenous peoples an opportunity to call attention to their cultures and to the discrimination and disadvantages they face. Many US citizens became aware of the political activities of indigenous peoples during protests against the celebration of Columbus Day in the United States. As a global issue, the rights of indigenous peoples is a problem that cuts across national boundaries and is closely linked to broader issues of human rights, development, the environment, and education and health. The activities in this lesson helps to clarify the definition of indigenous peoples, and explore the diversity of their cultures.

Who are indigenous peoples? When the UN declared 1993 the Year of the World's Indigenous Peoples, one of the problems was that many were unclear about exactly which people were included. Students will be quick to recognize Native Americans as indigenous, but are the Greeks? The Vietnamese? No, according to the UN definition. In this activity students will apply the UN definition to groups in various world regions.

Estimates of the number of indigenous people in the world range from 250-300 million. The UN recognizes approximately 5,000 different peoples that fit the definition of indigenous. These groups live in over seventy countries and vary widely in their cultures, religions, social life and economic organization. While some are hunters and gatherers who live in remote areas, others inhabit cities. These can be considered bi-cultural, because they participate in the dominant culture as well as their own. In some countries such as Bolivia, over 60 percent of the population is indigenous, and in Peru and Guatemala it is roughly one half. But, as a result of disease, disruption of their cultural life and open conflict, many groups have been destroyed. Ninety of Brazil's 270 indigenous groups have disappeared since 1900. There is concern that if the rights of indigenous people are not protected, many more groups will quietly disappear.

Teacher/Student Objective

The overall objective for this lesson is that students will understand the concept of an "indigenous people" and locate them in the various world areas. They should be able to make distinctions between indigenous peoples and so-called "national" types usually associated with the world's larger population. Further, the contribution of such peoples is not to be easily

discounted, and this should be further elaborated to determine whether such peoples should continue to be supported and allowed to exist.

Gauging Student Understanding

The progress indicators cited reflect desirable end goals. Teachers should be prepared to use a wide variety of observational, testing and authentic achievement evaluation measures in judging the progress of students.

UN Definition

Indigenous communities, peoples and nations are those which, having a historical continuity with pre-invasion and pre-colonial societies that developed on their territories, consider themselves distinct from other sectors of societies now prevailing in those territories, or parts of them. They form at present non-dominant sectors of society and are determined to preserve, develop and transmit to future generations their ancestral territories, and their ethnic identity, as the basis of their continued existence as peoples, in accordance with their own cultural patterns, social institutions and legal systems.

By first showing, photographs of "Native Americans" in traditional (costumes) dress, and then, pictures of Native Americans in modern dress, the students should be able to compare and contrast the characteristics of the continuing image (stereotype?) of the Native American in the minds of many with the realities of Native Americans today. A similar process might be used with other "native" groups from a wide variety of cultures across the globe (e.g., Maoris in New Zealand and Australia; gypsies in Hungary).

From the previous discussion of the photographs, the students should demonstrate their ability to brainstorm a possible definition of the term: "indigenous population." Using the input of their peers, the class might develop a list of characteristics of such peoples. Possible items might be: original habitation; subjugation; geography/location; ethnicity; dress; and mode of living, etc.) Then using their listing and the tentative collective definition, the students should demonstrate their ability to apply this knowledge to the following groups to test their perceptions and knowledge: Texans, Mexicans, Sioux, the Japanese, Maori, the French, Mayans and Eskimos (Inuit). Students should then be provided with the UN definition to check their perceptions and definitional exercise, and then reexamine their responses to the listing of possible indigenous populations.

Complete the lesson with another set of pictures of many different groups of people, both indigenous and non-indigenous, and check student recognition of what "indigenous" means. The students should then be encouraged to examine the pros and cons of the proposition: "Indigenous peoples should be rapidly integrated into the larger society."

Suggested Materials

A teacher-developed "master" list of indigenous peoples.

- Several large photographs of Native Americans in traditional (or tribal/clan/group) dress; several accompanying pictures of Native Americans NOT in traditional "costume."
- Pictures of Native Americans today in both rural and urban settings would also be helpful. National Geographic would be an ideal source of such images.
- Pictures of a wide variety of other indigenous peoples from a spectrum of world cultures is highly desirable. The pictures should show these peoples in both rural and urban settings; and reflect a spectrum of socio-economic conditions.

Initial Data for Consideration and/or Process

The following questions might be used in guiding discussion of various phases of this lesson:

- What two criteria in the UN definition must be fulfilled for a people to be considered "indigenous."
- List any five groups anywhere in the world who might fit this definition?
- Explain why, even though the Japanese moved to their islands thousands of years ago, they are not considered indigenous.
- Why are the Mayans considered indigenous?
- Do immigrants to another country fall into the category of indigenous people before they are integrated into the society?

Other Possible Activities

Students should be encouraged to examine major conflicts around the globe (e.g., Bosnia, Kashmir, various CentralAfrican nations) and examine those conflicts for evidence of claims of indigenous peoples to a rightful homeland or a sustained existence.

- Given a map of the world, and a list of UN-recognized indigenous groups students should locate these groups. They might be encouraged to speculate about location of groups and consider why some areas of the world are major areas of indigenous people settlement.
- Examine the statement: "Indigenous peoples across the globe are declining at a rapid rate of attrition." Can students account for this decline? After offering some explanations, an authoritative statement should be proposed and debated. Consideration of advancing technology and its effect on such peoples should be a major topic. Comparisons to immigrants to our own society at an earlier time might be made to stress the nature of integrating factors in any population shifts.
- Direct students to prepare a debate format for the following: Why should the survival of indigenous peoples and their cultures be considered an important global issue? Is it really vital to us? Consideration of the contributions of indigenous people to medicine, vegetable cultivation, environmental principles, and aesthetic works, etc., might enrich such discussion.

Activity 5
Establishing the New Nation

Adapted from "Looking Back and Looking Ahead, Analyzing Conflict Among Nations," in Intercom # 176 Conflict and Change: Themes for US History. New York: New York Friends Group, Inc., 1974. pp 31-32.

Grade Level Secondary

Introduction

The United States was a new nation in 1789. Many of its Revolutionary leaders had successfully waged a rebellion against the British colonial masters, and had set up a government of loosely joined "nations" who reluctantly ceded some of their powers to a central entity under what was called "The Articles of Confederation." Unfortunately, many disputes over territory, trade and commerce began to reveal that the newly emerged Confederation was not working well. In 1787, a Constitutional Convention was called to address this quandary, but, contrary to their instructions, the convention members devised and sent a constitution to the people for their approval of "a new nation" consolidated under a central, or Federal, government. The powers of creating and administering this new governmental entity were to be shared between the consenting states and the Federal government. When the leaders finally agreed, they took charge to establish priorities as to the political, social and economic directions the new nation would take. This process of developing priorities, and a plan to carry them out, is loosely called allocating the country's resources to enable it to grow.

Teacher/Student Objective

The goal of this lesson is to lead students to understand how a new, or newly developing, nation grapples with the task of establishing itself and its place among the nations of the world. Students should be able to relate how they allocate their own resources for their personal life's plan and how this relates to the larger notion of national resource allocation. Included in that understanding will be political, social, economic and globalinfluences.

Gauging Student Understanding

The progress indicators cited reflect desirable end goals. Teachers should be prepared to use a wide variety of observational, testing and authentic achievement evaluation measures in judging the progress of students.

By engaging in a simulated nation building exercise, students should demonstrate their ability to examine a body of data, grapple with its meanings and implications, and both individually and as part of a team, create an action plan. Observing students do this successfully, will allow the teacher to test whether that learning strategy is carried over into other situations, both personal

and educational.

Suggested Materials

Copies of Handout 5A, The Five-Year Development Plan.

Initial Data for Consideration and/or Process

Distribute Handouts 5A, the Five-Year Development Plan. Instructions on the handout will outline the procedure.

Alert students that allocation choices are mandatory, and must be made now; there are not sufficient resources to do everything and therefore, some kind of priority setting must take place; the nation will not receive assistance from other countries, and in order to succeed the people must plan to become self-sufficient as soon as possible. Remind the students that choices made at any one time will inevitably have a future effect upon subsequent choices.

Other Possible Activities

This lesson is an exercise in setting priorities; given multiple opportunities in the actual classroom situation to set priorities related to their own learning styles and performances, students may be encouraged to carry out a similar task. School-wide situations might also be handled in a similar manner. The transference of methods and reasoning from exercises such as the New Nation to everyday situations would provide for real learning.

Activity 6
The Developing World: How Do You Determine It?

Adapted from "Developed/Underdeveloped - Which Is?" by H. Thomas Collins. Project LINKS, George Washington University.

Grade Level Secondary

Introduction

Whenever one refers to a nation as "developing" or "Third World" or "less-developed" or "under-developed," this implies that other nations must be "developed." If one restricts the measure of a nation's level of development strictly to how much technology is available to people, how modern their homes are, how tall their buildings may be, how contemporary their clothing appears, then some nations clearly lag behind others. But, in truth, all nations exhibit some characteristics that people normally associate with the term underdeveloped. In turn, if one looks closely at a nation considered not yet developed, it is possible to find good things that are often lacking in so-called developed nations. For example, such a country might count much lower rates of certain physical problems caused by a diet too rich in sodium, sugar and fats; lower rates of nervous disorders and other psychological problems caused by hypertension and mental fatigue; less crime; less pollution of the environment; less homeless or unwanted individuals; and no need for special homes for the elderly because their extended families look after them. There might be widespread participation in community decision-making, instead of elections where only a minority of the eligible voters participate. These are a few of the characteristics that clearly affect the quality of life in any society, yet are seldom mentioned when "developing" nations are discussed.

Teacher/Student Objective

The major goal of this activity is to promote student understanding of how one can misperceive another person or nation just by looking at surface qualities or visual representations which may or may not be representative of that nation. Frequently, we tend to judge nations on the basis of technological advancement, and certainly that is one way to do so. But we need to look at other factors which are just as important and might suggest an alternative process to measure progress.

Gauging Student Understanding

The progress indicators cited reflect desirable end goals. Teachers should be prepared to use a wide variety of observational, testing and authentic achievement evaluation measures in judging the progress of students.

Through the examination of a series of photographs/pictures, some of which are deliberately misleading, students will come to realize that more than surface judgment is required to evaluate

the worth of an individual or the progress/development of a nation. This will be accomplished through a cursory examination of the photographs, eliciting student judgments about them, and inviting a more thorough analysis of their own and their peers' responses.

Suggested Materials

A collection of 15-20 pictures sized large enough for the class to see clearly, which plainly show the difference between a "developed" nation and an "underdeveloped" nation. Pictures should, however, reflect just the opposite perception-that is, images that would be found ordinarily in a "developed" nation, which originated from a less developed nation: e.g., a well-dressed Caucasian gentleman with his briefcase hailing a taxi in front of a Hilton-type hotel taken in Thailand; a lonely Bedouin with his camel crossing a lifeless desert taken in a more developed nation such as Israel; or a sidewalk cafe with brightly colored awnings at each table in front of a modern looking building which might be Paris, but is situated in a nation considered underdeveloped in reality.

Initial Data for Consideration and/or Process

Have students view the pictures that show "developed" and "underdeveloped" places worldwide. Ask them to record on a sheet of paper whether each example is a "developed" or an "underdeveloped" place. You should label the pictures to speed up their recording process. Go quickly and get them to record their first, dominant impressions. No discussion or further explanation is necessary at this point in the exercise. Is it a developed area? Is it an underdeveloped area?

After you run through your pictures and each individual has recorded his/her choices, go back through your examples one by one and identify each place. Some students may be upset because they may have been mislead. The key issue, however, is why did they misjudge so many places? This should lead to an active discussion of what we really mean by the terms "developed" or "less developed." Unfortunately, most American students rely on "technologically developed" as their sole criteria. As a class, agree upon a number of general statements that accurately describe what has happened and why.

Having completed this exercise, students will be far less prone to make quick snap judgements concerning other peoples and places based upon limited data, e.g., a single picture of an African nation in a textbook or other book that shows "Africa."

Next, have them mount their photographs and question students in other classes, visitors to the school, student teachers or other individuals about where the photographs were taken.

Activity 7
World Issues: Whose Side Are We/They On?

Adapted from "Pairs in...Isolation," by H. Thomas Collins. Project LINKS, George Washington University.

Grade Level Secondary

Introduction

In the globally connected world in which we live, many issues, political, economic and religious, etc., sometimes divide peoples both within a nation, between two nations or among nations in a regional or world area. The issue may be the result of traditional perceptions; technological or scientific advances; conservative, liberal or radical views of the world; political advantage or suppression; or fundamental rights of survival or dominance. Whatever the cause, people around the world find themselves involved, if only peripherally, because of the interconnectedness of global economies and political alignments. In each of the pairs of nations or interest groups below, are parties that are, or potentially are, opposed on one or more issue.

Teacher/Student Objective

The goal in this lesson(s) is to develop in students the ability to identify significant and meaningful issues as they peruse the newspapers, periodicals, television or Internet sources. They should gain the understanding that most issues and challenges are interrelated, complex and changing, and that most issues have a global dimension in which the United States, and they personally, may well have a stake. Additionally, students will develop a conscious awareness of the nature of strongly held positions and how they must be examined for the relative truths involved.

Gauging Student Understanding

The progress indicators cited reflect desirable end goals. Teachers should be prepared to use a wide variety of observational, testing and authentic achievement evaluation measures in judging the progress of students.

In a classroom activity directed by the teacher, students will examine news accounts of various world events, and proceed to select major issues of the day and identify the major players in the issue and their positions on the issue. In so doing, the class will begin to build a list of major issues of the day (some of which may be included in the list of contending parties below), and indicate the conflicting sides of the issue.

Suggested Materials

Copies of Handout 7A, Opposing Views.

Initial Data for Consideration and/or Process

By setting off pairs or teams of students to select and investigate both (or more) sides of one of the contentious issues identified, the students will first plan a research agenda and process, gather the necessary data and then develop a presentation of their findings. The teacher, along with student observers, will monitor the progress of teams. The following questions will assist students in fleshing out such issues and may guide their research of positions:

- How do the two sides perceive each other?
- What misunderstandings, if any, exist in these perceptions of each other?
- What perceived threats by or from each other exist?
- What indicators suggest a basic lack of respect (or sympathy) for the other's views, positions or statements which they make for publication?
- For each other?
- Are there any indications that each of the sides has accurate/inaccurate information about the other?
- Is there any indication of negative stereotyping or "name-calling" on the part of either or both sides?

Other Possible Activities

- Role Reversal: Once the students are secured in their knowledge of any one side of the issue, have them take that position and rewrite it as if it were being prepared by the opposing side. Alert students to take care that the negative opinions of the other side are effectively reversed.
- Analogy: Ask students to prepare a list of terms they or their friends sometimes use to describe persons different from themselves. Are those terms negative or unflattering? Are they based on stereotypes learned from their particular sub-culture? Do they have particular terms for other people such as: teachers, older persons, persons of a different cultural or sexual orientation, less able people, siblings, strangers? What might this reveal about the sides of the larger issue with which they have been dealing?
- Them: To the "other guy" you may be the "other guy." What does this statement say, or imply about people and their relationships with others? How do their conclusions apply to the pair of protagonists they originally selected. Have students prepare a list of these misperceptions, and a parallel list dealing with their chosen contending sides. Compare and contrast how they are related.
- Historic Pairs: Teachers of World/Global History or American History can easily apply these suggested activities to events in history.

Activity 8
The Sensible Use of the Shared Seas

Adapted from "Ocean Resources Game," in Intercom # 107, Simulations for a Global Perspective. New York: Global Perspectives in Education, 985. pp 10-11 and 23-24.

Grade Level Secondary

Introduction

This simulation would probably take at least four days. While this may seem a long time, the learning benefits from the exercise should carry over into class sessions dealing with any global issue historical or current.

The world's nations are very much concerned with food supply, energy sources, natural resources, economic growth, environmental pollution and military security. All of these concerns come together in a series of global problems or issues. One of these issues, which encompasses all of these concerns, is the use and abuse of the world's oceans.

The basic laws of the sea were established in the 17th century and changed little until after World War II. Each nation had control of its coastal waters up to three miles from shore-the distance a cannon ball could be shot. Beyond that, the seas were free for all.

Improvements in military and commercial technology reopened the basic question-who owns the seas? Sophisticated methods of fishing, occasionally aided by satellites tracking fish, over fished many regions and have raised controversies from Iceland to India. Depletion of the land's natural resources made tapping seabed oil and minerals economically and politically attractive. Pollution of the oceans-from wastes, military use, accidental and intentional oil dumping, and runoffs from land and river pollution-greatly increased. The quality of the seas became an urgent question for all nations-even those without direct access.

The United Nations became involved in the process of resolving the complicated questions about control of the oceans. Important conferences were held in Venezuela, Switzerland, and New York in the 1970s and culminated in the signing of a Law of the Sea Treaty in Montego Bay, Jamaica in 1982. While the treaty was signed by other nations and went into effect, the US remains one of the few nations who has not ratified it. Many of the issues the Law of the Sea treaty addressed remain controversial and unresolved; the depletion and pollution continues. Treaties are sometimes easy
to sign, but difficult to ratify with national legislatures and to enforce.

The background data and role playing activity which follow provide an opportunity to explore the potential for cooperation and conflict that have existed in relation to control of the seas. The situations the students will encounter reflect some of the major issues which have been at stake

in the use of the world's seas. Through playing roles of decision makers of various nations, students learn about issues and positions involved in exploiting the wealth of the sea, including minerals, oil and fish.

Teacher/Student Objective

The goal of this exercise is to lead students to realize the difficulties of reconciling national interests and global environmental concerns while engaging in a interactive activity which tests both their oral and written skills.

Gauging Student Understanding

The progress indicators cited reflect desirable end goals. Teachers should be prepared to use a wide variety of observational, testing and authentic achievement evaluation measures in judging the progress of students.

In the process of assuming roles in a simulation activity, the students will, through careful consideration of national and global perspectives and appropriate research, reveal their ability to explore the potentials for cooperation and conflict. They will learn to reconcile conflicting interests regarding a major global issue: the wise use of the seas.

Students will reveal the depth and quality of their interactive skills, providing opportunities for the teacher to make corrective suggestions in the areas of:

- Persuasive presentation
- Adding to or questioning data or opinions
- Countering or supplementing arguments
- Recognizing syllogistic or other reasoning fallacies
- Balancing ethical/moral considerations with political realities

Suggested Materials

- Teacher-prepared list of terminology specific to this exercise.
- Sufficient atlases or maps clearly showing the oceans and seas.
- Copies of Handout 8A, Diagram of the Seabed, Handout 8B, Country Profiles, and Handout 8C, Map of the Sea of Plenty.

Initial Data for Consideration and/or Process

- Distribute and discuss Handout 8A, Diagram of the Seabed. Direct students to examine this material to determine the potential problems between and among nations of the world that this data reveals. Teacher and students should generate a listing of these problems for prominent display somewhere in the classroom. This should take at least one class period. An alternative procedure is to divide students into pairs or trios, have the small

groups discuss the data for the same ends, and then conduct a group consensus session to identify the significant problems

- Distribute Handout 8B, Country Profiles and Handout 8C, Map of the Sea of Plenty. Divide the students into six groups and assign one country to each group.
- Ask the students to read the profiles of all the countries around the Sea of Plenty and acquaint themselves with the map. Tell them that their objective, as representatives of these nations, is to work out fair agreements on the use of the ocean's resources. The basic issues they should consider are:
- How far should a nation's jurisdiction extend?
- Should there be a national economic zone beyond the territorial limit? If so, how far?
- Do nations have the right to pollute the oceans, whether off their own shores or on the high seas? If not, what should be done about it?
- Should the ocean be considered the common heritage of the people of the world? If so, should an international organization be formed to regulate the mining of the seas and use a percentage of the profits to foster the development of poorer nations?
- There will also be other issues between particular countries and the broad issue, of importance to all, of what to do about resources and the deep sea bed beyond national jurisdictions.
- Have the students meet within their "nation" to consider their objectives and how they intend to pursue these objectives at the coming international meeting
- The International Conference on the Sea (ICS) assembles. One student acts as chairperson, and the delegates determine their own rules for proceeding. Suggested procedure: each nation speaks, one student from each nation acting as the spokesman for his country. This may be the Chief Decision Maker or another member of the delegation. Teacher should gauge the productivity level of the conference, making necessary adjustments and encouragements. Toward the end of the session, a group of students might be given the task of pulling the discussion together in a Draft Protocol of Agreement. This agreement should then be reproduced and ready for distribution the next day.
- Have the individual countries meet again to determine how their nation's interests are being served (or not) by the new agreement and how their policies and strategies might need to be re-examined based upon what happened during the International Conference on the Sea. It is possible that countries can agree on a policy at the conference, only to discover the need to rethink their position upon return.
- Begin a negotiating period during which countries may make bargains, agreements or alliances with other countries in preparation for the second round of the international conference.
- Direct countries to meet individually to develop their presentations for the next ICS meeting.
- Hold the second meeting of the International Conference on the Sea.
- Continue the cycle of national meetings, negotiations and ICS meetings until either an agreement or an impasse has been reached. Probably no more than two meeting of the ICS are necessary to establish that international meetings may take years and multiple conferences, etc., to reach an agreement on so difficult a subject.

Debriefing

The following questions may be useful in a debriefing discussion when the simulation has been completed:

- What happened in the game? Were all nations able to reach their goals? If agreement was reached, was it fair to all nations?
- How did the game compare with reality? What changes should be made to make it more realistic? What additional parties or pressure groups might be involved? How would their presence alter the outcome?
- Do students think the mileage limits should be uniform for all nations? Would that be fair?
- What will be the consequences for the world if agreement is not reached? It would also be useful for students to examine the current Law of the Sea and discuss its major points. What problems have been solved? What problems still exist? How do the agreements reflected in this law compare to the agreements the students reached during the simulation?

Allow students to explore whether this negotiating process has any applicability to their own personal lives.

Other Possible Activities

Ask students to examine newspapers for recent or ongoing international conferences, and have them talk about the major points of debate and the potentials for agreement.

- Several historical instances of international agreements are perfect foils for student reflection on the processes which they followed in the simulation. The Treaty of Versailles, the Potsdam Agreement, the Camp David Accords, etc., were all subject to the same give-and-take process-with varying degrees of success.

Activity 9
Brazil: National Progress or World Disaster?

Adapted from "New Frontier in Brazil," in Environmental Education, Interdependence: A Concept Approach. New York: Center for Global Perspectives. 1976. pp 39-40 and 55-56

Grade Level Secondary

Introduction

As needs for minerals and farm land increase, nations have turned and are continuing to turn to their few remaining, untapped regions. In Brazil, for example, the vast Amazon wilderness had for centuries defied exploration and development efforts. Scattered tribes lived there, completely separate from white culture, values and diseases. But during the past several years, the Amazon barrier has been broken by the construction of major highway systems. These became a source of controversy in Brazil comparable to what the Alaskan pipeline was once for the United States.

Much of the road network has already been built, but there are still unsettled questions about the continued construction of other roads and the future development of the region. Proponents-government officials, construction companies, and multinational corporations and agribusiness interested in developing the Amazon-point to the importance of (1) facilitating economic growth through the exploitation of mineral and other natural resources in the region; (2) opening up new lands to relieve population pressures in densely populated areas; and (3) establishing a communications network throughout the country in order to guarantee the security of the region. Critics argue that these projects will erode the soil, destroy vegetation and threaten indigenous cultures. Some have even predicted that the razing of the jungle will have a long-term effect on climate patterns in other, distant parts of the world.

This case study is designed to help students deal with the environmental questions which are part of the larger controversy. The study describes the situation in the Amazon and discusses some of the advantages and disadvantages of developing the region. Students are asked to evaluate the impact of a changing environment on a society and its culture and to grasp the concept of "progress" as it is related to growth and to the preservation (or destruction) of the physical environment and indigenous cultures.

Teacher/Student Objective

The general goal of this lesson is to help students recognize that a healthier environment depends on people making difficult choices and carefully measuring the consequences of those choices. Additionally, it furthers the understanding that culture (in this case, the cultures found in the Amazonian rainforest area) and what some would term "progress" may well determine the variety of ways humans adapt to and alter their surroundings.

Gauging Student Understanding

The progress indicators cited reflect desirable end goals. Teachers should be prepared to use a wide variety of observational, testing and authentic achievement evaluation measures in judging the progress of students.

By reading, discussing and further researching this case study concerning the development of the Amazonian rainforest in Brazil, the students will clearly recognize and be able to enumerate and evaluate the pluses and minuses of the altering of the physical environment by technological advances, and the effect upon that environment and the people residing in it. This will entail clear indications of student improvements in the areas of reading, writing, research and reasoning skills (to include analogies to their own environment).

Suggested Materials

- Copies of Handout 9A, A Case Study of People, Progress and the Environment.
- An easel-size map of South America with the Brazilian rainforest clearly identifiable.
- Additional up-to-date resources such as books or articles about the Amazonian rainforest, or handy references to the topic on the Internet.

Initial Data for Consideration and/or Process

Distribute Handout 9A, A Case Study of People, Progress and the Environment. After students have read the case study, the following questions can be discussed or researched:

- How has contact with so-called "modern" civilization and technology changed the way of life of indigenous people? How might such changes, in turn, impact upon the world's people at large in such areas as medicine, environmental management, etc.?
- What impact could such a project have on indigenous family relationships? On traditional group bonds?
- What are some of the positive aspects of opening up the Amazon region? What are some of the negatives? (Specify the groups impacted in each case.)
- What criteria would you use to settle the competing claims made by the indigenous peoples and by the mineral developers and the peasants in other parts of Brazil who seek more land? Would you halt development? At what point? And at what costs-Political, economic, social, international?
- What are the values of progress? (i.e., what does progress cost?) What does conservation cost? Are progress and conservation incompatible? How would you estimate the impact on your values of the changes occurring in your own environment? (Be specific.) This question involves students in thinking about their own values. It is important for them to consider what "progress" means to them and how they weigh the demands for economic growth, development, etc., against concern for the preservation of human and physical environments.

Other Possible Activities

Read up on the history of the first transcontinental railway in the United States. What changes did the railway bring to the western part of the US? What did it mean for the traditional ways of life of the Native Americans? Consider also the consequences of improved and expanded air transportation in the 20th century.

Many other tribal groups around the world are being assimilated by the forces of modernization and urbanization. Use resources such as National Geographic, publications of the National Wildlife Federation and anthropological journals to learn more about the impact of social and technological change on one or more of the following groups: the Eskimos in northern Canada; the Bushmen of the Kalahari; the Hopi of northeastern Arizona and the Aborigines of Australia.

Activity 10
The Myths of Hunger

Adapted from "The Myths of Hunger," in Global Issues for the 90s. Denver: Center for Teaching International Relations, University of Denver, 1993. pp 118-12.

Grade Level Secondary

Introduction

In the 1990s, enough food is produced to provide every person on earth with an adequate diet. However, not all have access to these food supplies. It has been estimated that the number of hungry people increased to more than 550 million people in the 1980s. Hunger and malnutrition are a result of poverty, which is often due to a lack of economic development. Solving the world's food problem is not as simple as shipping food aid to a famine region; a long-term solution will involve finding ways to develop food security. The World Food Council of the United Nations set four goals for the 1990s:

- elimination of starvation and death caused by famine;
- a substantial reduction of malnutrition and infant mortality;
- a reduction in chronic hunger; and
- the elimination of major nutritional deficiency diseases.

In their book, World Hunger: Twelve Myths, Frances Moore Lappe and Joseph Collins of the Institute for Food and Development identified certain "myths" about hunger which block our understanding of the issue and prevent effective action to solve it. In this activity, students sort specific statements according to which of the myths they contradict.

Teacher/Student Objective

The major goal of this activity is to challenge students to separate fact from fiction and, at the same time, to examine a major issue confronting the global community.

Gauging Student Understanding

The progress indicators cited reflect desirable end goals. Teachers should be prepared to use a wide variety of observational, testing and authentic achievement evaluation measures in judging the progress of students.

By creating a situation in which students are required to examine information for its validity, the teacher will be able to judge whether students are careful and thoughtful about what they read or hear concerning an issue of significance to the world community.

Suggested Materials

Copies of Handout 10A, Myths of Hunger.

Initial Data for Consideration and/or Process

Key to Handout 10A

Myth #1 - Statements 3, 8, 11
Myth #2 - Statements 1, 9, 10
Myth #3 - Statements 2, 12, 15
Myth #4 - Statements 5, 6, 14
Myth #5 - Statements 4, 13, 7

Accept variations if they make sense and the students can support them. Arguments are related and will overlap.

Write this statement on the chalkboard:

> **"In the 1990s, the number of hungry people in the world has increased to more than 550 million."**

Ask students to explain why there is a global hunger problem. List their responses on the chalkboard, recording them without comment. Typically, students will include misinformation related to one of the "hunger myths." Now ask them if they are sure or if anyone has any doubts about some of the information. Explain that sometimes we believe something because we have heard it from an authority (such as a teacher) or have read it in the daily newspaper. Some of what we think we "know" may be a myth-an idea believed by many people but unsupported by fact.

Distribute copies of Handout 10A, The Myths of Hunger. Give the background of the myths, which were identified by Frances Moore Lappe and Joseph Collins in their writings about food and hunger. Explain that Lappe and Collins have a definite point-of-view. The students do not have to agree with them, but they offer a different way of looking at the global issue of hunger. Tell the students that they will be sorting out the statements on page 2 of the handout according to which hunger myth they contradict.

Allow approximately 15 minutes for students to complete the handout individually or in pairs. Check their answers using the key at left. Allow for variations if the students can offer a reasonable defense. Discuss each myth and the reasons why it might distort someone's understanding of the issue of hunger. If students wish to argue that one of the myths is indeed true, encourage them to do so but ask that they use strong evidence.

Instruct students to organize the statements listed under each myth into a coherent paragraph,

filling in some of their own ideas or facts from other sources. Remind them that the paragraph should provide a strong argument against the myth. If time is limited, assign only one or two of the myths rather than all five. Again, some students may want to argue that one or more of the myths is true. Allow them the flexibility to do so, but ask that they use strong arguments or facts.

Other Possible Activities

Ask for student volunteers to make posters or a bulletin board to educate other students or classes about the hunger myths and their "corrections."

- You can construct similar types of exercises for most issues, especially those involved in some kind of controversial interpretation.

Activity 11
The Tobacco Habit: Marketing and Morality

Adapted from "The Tobacco Habit: Marketing and Morality," by Patience Berkman in Active Geography: Engaging Students in Learning about Our World. Boulder, CO: Social Science Education Consortium, 1998. pp 111-120.

Grade Level Secondary

Introduction

Tobacco is in the news! With the Clinton Administration's categorization of tobacco as an addictive drug, wrongful death suits against tobacco companies pending in several US states, new government initiatives to limit advertising, and the revelation of tobacco company documents detailing early knowledge of tobacco's addictive qualities, there has been a hotbed of controversy about the tobacco habit, individual rights, and free speech. This activity brings into focus some of the salient issues in this controversy to provide students with some facts and statistics relating to the "Tobacco War."

Teacher/Student Objective

The major goal of this activity is to bring awareness to students about the relationship between the marketing strategies of multinational companies and the moral issues involved in the export of potentially damaging products on the health of peoples in other areas of the world.

Gauging Student Understanding

The progress indicators cited reflect desirable end goals. Teachers should be prepared to use a wide variety of observational, testing and authentic achievement evaluation measures in judging the progress of students.

By examining a specific case study of multinational company's (tobacco industry) actions in targeting certain Asian markets, and by comparing those actions with similar marketing practices in the United States, the students will manifest an understanding of the relationship between production, marketing and advertising of a potentially hazardous product. They will weigh the moral/ethical responsibilities facing such companies regarding health concerns.

Suggested Materials

Copies of Handout 11A, World Map.
Copies of Handout 11B, Asia Going Up in Smoke.
Access to a library and/or the Internet; if not available, sufficient copies of recent articles on smoking trends in Asia for distribution to smaller groups.

Initial Data for Consideration and/or Process

For background some days before you present this lesson, direct students to research the tobacco-growing regions of the world and the tobacco-consuming regions of the world, entering their findings on the blank map provided in different colors. (Have them cite sources.) On the first day of the lesson, begin by discussing students' maps of tobacco-growing/consuming regions and their sources. If resources are readily available, ask selected students to find pertinent articles regarding tobacco usage in Asian countries.

When you distribute Handout 11B, Asia Going Up in Smoke, check student knowledge about multinational companies. Ask them to react to the reading. Possible questions to highlight specific information:

- How have tobacco companies been able to get around governmental bans on cigarette advertising on TV and radio?
- Why is China the most desirable target of the multinational tobacco companies?
- What concessions have been made to American trade negotiators by foreign governments? Why do you suppose this is true?

When the students have completed the reading, raise the question:

- What moral issues are involved in the situation described in this case study?

Other Possible Activities

- This activity could be extended by having the students go through a role playing exercise of a Senate hearing on restricting export licenses of US tobacco companies. (Have roles such as: senators; lobbyists; tobacco company CEOs; university researchers; the Surgeon General of US or other health experts; and civil liberties defenders, etc.) Ask the students to prepare their roles, present the hearing in class, and have the class vote as a whole as if they were the committee voting on the recommendations of the bill for passage by the full Senate.

- Have students collect as many different cigarette ads as possible. In small groups ask them to analyze the ads for their message (open and hidden); their targeted audience; and the images they present, etc. Then direct the groups to share their results and draw some conclusions from their findings. (A similar idea would be to ask them to watch television, movies or other media presentations, such as billboards, for evidence of cigarette inclusion).

- Request that students research what actions have been taken in their local communities to deal with the tobacco drug habit.

Activity 12
Transnational Pollution: Why Are You Dumping on Me?

Adapted from "Transnational Pollution: Why Are You Dumping on Me?" in Global Issues for the 90s. Denver: Center for Teaching International Relations, University of Denver, 1993. pp 79-83.

Grade Level Secondary

Introduction

This lesson introduces the grandest and most threatening problem of the global environment- transnational pollution. The flow of pollutants across national boundaries has confirmed that pollution does not recognize geographical boundaries. Clearly, environmental degradation in one country can spread to another, reconfirming that now more than ever, the health of the global environment is the responsibility of all nations, whether vast or small, rich or poor. The purpose of this lesson is to familiarize students with the different types of transnational pollution, and to give them an opportunity to role play in a hypothetical case of transnational pollution on the Danube River. The story, "Why Are You Dumping on Me?" is reminiscent of the 1986 Sandoz chemical plant fire in Switzerland that dumped thirty tons of pesticides, dyes, and fungicides into the Rhine River. In this activity, students should be encouraged to offer solutions to this clear and present danger.

Teacher/Student Objective

The major goal of this activity is to make student cognizant that an incident in one nation may well have serious environmental consequences for other nations. Additionally, it will also give students an opportunity to play complex roles that are meaningful and consequential to global concerns.

Gauging Student Understanding

The progress indicators cited reflect desirable end goals. Teachers should be prepared to use a wide variety of observational, testing and authentic achievement evaluation measures in judging the progress of students.

By assuming specific points-of-view in a role playing exercise, students will reveal their ability to develop and defend a position. Logical reasoning and rational argument will be judged through the use of a scaled evaluation sheet administered by a trained group of students.

Suggested Materials

Copies of Handout 12A, Why Are You Dumping on Me? and Role Objectives.
Large sheets of butcher paper.
Felt-tip pens.

Initial Data for Consideration and/or Process

Begin the lesson by encouraging students to give examples of transnational pollution. You might need to define "transnational" for them, extending or going across national, political or geographical boundaries. Some examples might be airborne pollution like acid rain that originate in one country (the US) and pollute another (Canada). Emissions from factories and automobiles in the form of carbon dioxide are also carried by the wind across national boundaries. Radiation leaks from nuclear power plants (Chernobyl, April 1986) or nuclear tests in the atmosphere can also be carried in the same way. River pollution can begin in one country and flow into another (the Danube, Rhine, and Meuse rivers). And the destruction of habitat of migratory birds and animals can also be considered transnational pollution.

Divide the class into groups of six. Explain that each group will consist of the same six individuals:

- President of Meinhold Chemical Company;
- a German government official;
- a Czech environmental activist;
- a Rumanian river boat captain;
- an official of the Austrian Ministry of Public Health; and
- a United Nations official.

DistributeHandout Remind students to read the handout from the perspective of their role. Review the objectives of each role. An optional method is to divide the class into six groups, each group with one role.

Give each group a large piece of butcher paper, and explain that the objective of this activity is to develop solutions and a course of action in response to the fire at the Meinhold Chemical Company. Remind them that transnational pollution, in all its forms, is a very serious environmental problem and that by its nature, will affect more than one nation at a time. Also, let them know that each group will present their course of action to the whole class. The course of action taken by each group must take the role objectives of individual members into consideration. Explain that when conflict occurs (and it will) between members of the group over a proper course of action, they should be encouraged to compromise and alter their positions to reach a group consensus. Direct each group to record their course of action on the poster paper.

After all the groups have finished developing their solutions and a course of action, ask a representative or team of representatives from each group to present their course of action to the entire class. Have each group hang their posting paper so it can be seen by the whole class.

Facilitate a discussion on the similarities and differences among the various group ideas. Explain that the goal of this discussion is to develop one course of action that the entire class approves. Once again, compromises will have to be made. Record the final solutions and course of action on a piece of posting paper that is visible to the entire class.

The activity can be concluded by focusing a discussion on the following questions:

- What were some of the conflicts that your group experienced developing your course of action?
- What difficulties would different nations face when deciding on a joint course of action after an environmental catastrophe?
- What can be done to prevent further instances of transnational pollution?
- Is one type of transnational pollution worse than another? Is one type more common?
- Who should be forced to pay for environmental clean-up: government or private industry?
- How can nations work together to better our environment?

Other Possible Activities

Role playing activities are adaptable to any topic which has at its core some kind of controversy.

Activity 13
Signs in Our Life: Guides or Orders?

Adapted from "Sign Walk,"in Patterns for Teaching Conflict. New York: Center for Global Perspectives,1976. pp 7-8.

Grade Level Middle School

Introduction

Students (indeed, all citizens) are constantly confronted with permissions or prohibitions evidenced in the multiple signs that abound in our society: road signs; directional signs; advertisements; etc. Sometimes these seem to be "ordering" us around, while others may appear to be so simple as to be obvious, and, therefore, unnecessary. Small children especially need to begin to grapple with the notion of rules and why they are necessary to bring order to a community of diverse people.

Teacher/Student Objective

The goal of this activity is to provide a way to talk about community rules and why we have them. Students should begin to see rules (such as those embodied in) as ways to resolve conflicts fairly and quickly, rather than as "orders."

Gauging Student Understanding

The progress indicators cited reflect desirable end goals. Teachers should be prepared to use a wide variety of observational, testing and authentic achievement evaluation measures in judging the progress of students.

Through the examination of a wide variety of actual signs (in various venues), and discussing them, illustrating them, acting them out or creating their own, the students will begin to manifest their understanding that rules (as revealed in signs) perform the function of helping people to avoid conflict.

Suggested Materials

A supply of construction paper and crayons or colored markers.
Examples of signs (to initiate discussion).
Permission to take students on an extended walk (in a local area, the community, school, etc.)

Initial Data for Consideration and/or Process

The accumulation of sign data can be achieved by taking the class on a walk around the

classroom, school and/or the local community. The sign information should be recorded by students. If time allows, the students might be asked to illustrate the with appropriate pictures. They may then be used in class for discussion purposes. The following questions will help guide students toward understanding the purpose of rules in any society:

- What does the sign say? Why do you think it was put where it was?
- What would happen if the sign wasn't there?
- Would you have any trouble with any other people? Would you be likely to damage buildings or land? Would you be hurt yourself?
- Is the sign a good way to handle these problems?
- Does the sign make the problems go away completely?
- Can you think of a better sign? Or is this one just right?
- If you wanted to change the sign, what could you do?

Other Possible Activities

- Applying this learning to the actual classroom in which the children exist is great reinforcement. What about our classroom rules? Are there rules that some of us sometimes forget? Would a sign help us to remember? Would a sign help us to avoid conflict with another person? What do you think this sign should say? Will everyone always remember to do what the sign says? Why might it be important for us to remind each other about the sign (rule)? What might we do if someone didn't do what the sign (or rule) says?
- This is a particularly good lesson for the beginning of the school year.

Activity 14
Conflict in a Terrarium

Adapted from "Conflict in a Terrarium," in Patterns for Teaching Conflict. New York: Center for Global Perspectives, 1976. pp 11-12.

Grade Level Middle School

Introduction

Children are subjected to a constant barrage of "conflict"on television, in the newspapers, and, oftentimes, in real life. This conflict often depicts violence and bloodshed, giving the students the impression that conflict is abnormal and wrong, when, in fact, much conflict (competition) that occurs daily in plant and animal lives is natural in any environment. While some conflict is normal in everyday human life, students need to realize that in some cases, the search to fulfil human needs can also trigger serious conflict.

Teacher/Student Objective

The general goal of this activity is to lead students to conduct an experiment, to hypothesize about conflict that emerges over basic needs in the world of nature, and to allow them to analogize to the human world.

Gauging Student Understanding

The progress indicators cited reflect desirable end goals. Teachers should be prepared to use a wide variety of observational, testing and authentic achievement evaluation measures in judging the progress of students.

By engaging in an experiment with plants and animals, making hypotheses, carrying out experimentation and evaluating those observations, and arriving at conclusions about the nature of conflict, the students will reveal their ability to make analogies to their own lives and to humans in general.

Suggested Materials

A container to serve as the terrarium.
Four kinds of plants: peas, mustard, clover, grass.
Three animal species: crickets (8-10), aphids, one chameleon.

Initial Data for Consideration and/or Process

Construct the terrarium with the recommended plants. The crickets should be introduced to a

dry spot in the terrarium; proceed to have students hypothesize about what will happen when aphids are introduced into that environment. When students have completed that phase, introduce the aphids and have students observe what happens. Repeat the hypothesis exercise by asking students what they think will happen when the chameleon is introduced into the terrarium? Be sure to help students with such terms as: plant eater, animal eater, predator, prey, and the major process of the food chain-have students discuss other obvious examples of a food chain. Give students an opportunity to discuss the "conflict" between the chameleon and the crickets relative to the nature of their competition for the same food source. Provide several "what ifs": not enough food or water, for example-relative to supply and the conflict to obtain what little there may be; the same could be done for plants (conflict for space and sun). Have students draw upon their own experiences and their references to television programming, stories, films, etc., to draw analogies about conflict in the human dimension, e.g., struggle over land.

Other Possible Activities

This study may be extended to a field trip. Have the children record examples of conflict for basic needs (food, water, light, space). Some possibilities:

- Dandelion pushing through crack in sidewalk (plant vs. human)
- A fly caught in a spider's web (animal vs. animal)
- Big tree crowding out smaller trees (plant vs. plant)
- Predatory animals in the wild (lions, coyotes, etc.)
- Traffic jam (human vs. human)
- News clippings about wars over the possession of land and resources

Activities 15-24, Culture and World Areas

Guidelines Part III

Interconnected with the theme of global issues, problems, and challenges is the theme of culture and world areas. Since the 1950s, area or culture studies have been a part of many precollegiate curriculums, and in many states culture studies have been mandated. Yet despite almost 40 years of culture studies and programs, curriculums featuring holidays and food festivals, which contribute little to intercultural understanding, still seem to be the extent of the offerings in many schools.

Education about culture in the 1990s has presented a myriad of challenges to public school teachers and administrators across the United States. These challenges, for the most part, have arisen from minority groups who cry out for either inclusion or exclusion from what is taught. Many minority groups want their history and culture integrated into the main curriculum, while others desire a separate course exclusively for students of that particular minority. Although these conflicts consume the energies of schools and school systems, larger questions must be addressed by schools and systems that want to teach about the variety of cultures that make up our national and world population: What is culture? What forms does it take? What is important for students to learn about culture and specific cultures? Placing the concept of culture into a larger context may help to define what students should know about local and global cultures.

Most parents expect schools to teach about American civic culture, principally knowledge of democratic values: our Constitution, the Bill of Rights, the Declaration of Independence. Democratic values are a common ground for all Americans. Beyond this, defining American culture, as with any, is difficult because our own culture is so deeply embedded in us that it is difficult for us to see. In addition, the United States is a diverse nation, reflecting the values of different groups. Each day we see many conflicts in schools and communities based on these differences.

Culture should be an important area of study in our schools. Each of us has roots in one or more cultures, and each day we experience a wide variety of behaviors that reflect the values and beliefs of other cultures. However, most students' knowledge of other cultures is superficial or limited to exotic coverage or monolithic examinations. Yet cross-cultural learning is essential for understanding both our own culture and that of others. By studying other cultures, we learn what it is to be human. When studying other cultures, we should look for similarities to our own culture as well as for the differences that make a culture unique. The study of culture is necessary in order to know that other people may view things in ways that are profoundly different from the ways we view them.

Knowledge Objectives

To teach students about culture and world areas, we must look to those who study cross-cultural learning, such as anthropologists and cross-cultural educators, as well as to those who study history, geography, the arts, and the humanities. They tell us that understanding another culture is difficult. However, if diverse cultures are studied objectively and taught properly, students can gain insights and grow in knowledge, not just about other cultures, but also about their own. The study of human differences and commonalities will prepare students with the skills, knowledge, and perceptions they will need to live in a multicultural society and world. Toward that end, we recommend the following knowledge objectives.

1. **Students will know and understand at least one other culture in addition to their own.** Students should study at least one culture in-depth and from many different points of view.1

2. **Students will have a general knowledge about the major geographic and cultural areas of the world and the issues and challenges that unite and divide them.** Students should study the major geographical and cultural regions of the world as well as some of the major issues and challenges that both unite and divide these world cultural regions.

3. **Students will know and understand that members of different cultures view the world in different ways.** Differences exist within a culture as well as among cultures. Within cultures, diversity may be affected by factors such as race, class, or religion. Cross-cultural educators state that studying other cultures will help students to understand the values and actions of other people as well as their own.[2]

[1]Robert Hanvey in his booklet, An Attainable Global Perspective (New York: The American Forum for Global Education, 1976), describes four levels of cross-cultural awareness: 1) awareness of superficial or visible cultural traits: stereotypes; 2) awareness of significant and subtle cultural traits that contrast markedly with one's own: you are frustrated and confused; 3) awareness of significant and subtle cultural traits that contrast markedly with one's own: you think about it and start to ask questions and understand; and 4) awareness of how another culture feels from the standpoint on the insider: cultural immersion.

[2]Robert Kohls' descriptors of culture are an entry point for students to learn about the world and other cultures. Under the headings "Some Cultures" and "Most Cultures," he lists points of view or values in relation to the various ways people view the world. For example, in the United States we generally feel that we have personal control over our environment; however, in much of the world, people feel that fate determines what they are to do. Conflict can arise when different cultures with different points of view meet to solve common problems. An awareness of such difference is key to cross-cultural understanding. For a listing of what some cultures believe in and what most cultures believe in, see Kohls and Knight, Developing Intercultural Awareness, p. 42.

4. **Students will know and understand that cultures change.** All cultures have histories, present perspectives, and future orientations. Students should know that cultures are always undergoing change and will continue to change, especially in the 21st century. Many cultures in the world are being changed by technology, migration, and urbanization.

5. **Students will know and understand that there are universals connecting all cultures.** Universals are the ideas that unite us as humans. Material and nonmaterial cultural elements are things and ideas such as food, housing, the arts, play, language and nonverbal communication, social organization, and the like. Ernest Boyer, an educator of renown, listed the universals of culture we all share: the life cycle, symbols of expression, aesthetics, recalling the past and looking at the future, membership in groups and institutions, living on and being committed to planet Earth, producing and consuming, and searching for a larger purpose.

6. **Students will know and understand that humans may identify with more than one culture and thus have multiple loyalties.** Every human has values and beliefs. Differences should be respected. Family life, education, and friends and fellow workers shape our world view and give each of us different sets of values and beliefs.

7. **Students will know and understand that culture and communication are closely connected.** Languages form bonds that make each culture unique. To fully learn about another culture requires learning its communication system through a study of verbal and nonverbal language.

8. **Students will know and understand that cultures cross national boundaries.** The modern world, through immigration, migration, communication, technology, and transportation, has broken down traditional cultural boundaries. Many cultures are no longer defined by common geographic areas. For example, there are refugees forced out of their homelands and cultural groups such as the Kurds that have no national homeland.

9. **Students will know and understand that cultures are affected by geography and history.** Studying the location of cultures and their past history is important to learning about another culture.

Skills Objectives

To help students analyze and evaluate cultures and world areas now and in the future, the following skills need to be developed.

1. **Students will analyze and evaluate major events and trends in a culture.** When studying a culture, students should look for events and trends that indicate changes in that culture and be able to analyze how these changes may have an impact on students' lives.

2. **Students will examine cultures in the world and recognize some interconnections with their life in the United States.** Students should look for events and ideas in other cultures that have an impact on the United States and on its citizens.

3. **Students will compare and contrast diverse cultural points of view and try to understand them.** Respect for others is at the heart of cross-cultural understanding. Students should learn to listen to various cultural perspectives in order to understand others. However, understanding does not mean agreeing with another point of view[3]

4. **Students will examine the common and diverse traits of other cultures.** An open discussion of differences and similarities in other cultures leads to understanding the values and motives of others and is the first step toward the skill of working with others who have different points of view.

5. **Students will be able to state a concern, position, or a value from another culture without distorting it, in a way that would satisfy a member of that culture.** Understanding other points of view and being able to explain them clearly is a valuable communication skill for all citizens. Understanding other points of view does not necessarily mean that students agree with these opinions. Students should also develop the ability to critique views they disagree with.

Participation Objectives

A major purpose of studying cultures and world areas in K-12 schools is to improve the ability and willingness of students to interact with peoples from other cultures and to continue to learn about others and about their own culture throughout life. Participation objectives for students studying culture and world areas follow.

1. **Students will appreciate the study of other cultures.** When we study other cultures, similarities and differences emerge clearly in our minds. We are able to put our own cultural values into perspective and thus understand ourselves better.

   [3]Craig Stori in The Art of Crossing Cultures (Yarmouth, ME: Intercultural Press, 1990), expresses the cross-cultural process as follows: "We expect others to be like us, but they aren't. Then a cultural incident occurs causing a reaction, such as anger or fear, and we withdraw. We become aware of our reaction, we reflect on its cause, and our reactions subsides. We observe the situation which results in developing culturally appropriate expectations."

2. **Students will appropriately tolerate cultural diversity**. Students should learn to listen to and tolerate the values and opinions of others.

3. **Students will seek to communicate with people from other cultures.** Students should be given an opportunity to explore their own interests or have their interests stimulated

about other peoples and cultures. Students have multiple opportunities to learn about other cultures in both their communities and the larger world. The modern world makes cross-cultural understanding a necessity because of common connections across cultures all over the world.4

4. **Students will demonstrate an appreciation of universal human rights**. Basic human rights should be honored. Students should understand that there are times when the values of individual cultures will conflict with universal human rights. Students should discuss these conflicts and be prepared to defend human rights.

5. Students will meet and learn from people from other cultures. In the modern world, students have multiple opportunities to meet people of diverse cultures. Schools should provide opportunities for students to learn from one another as well as from international visitors and exchange students.

[4]There are four major traits to be developed and 18 others that support them. They are suggested by J. Daniel Hess in The Whole World Guide to Culture Learning, pp. 12ff. The four major traits are: 1) A high regard for culture; 2) an eagerness to learn; 3) a desire to make connections; and 4) a readiness to give as well as to receive.

Activity 15
Studying a Culture

Adapted from "The Study of Culture," in Independence, Number One in a Series of K-12 Guides. New York: Global Perspectives in Education, 1976. pp14-16.

Grade Level Secondary

Introduction

The study of culture is valuable for offering young people a basis for comparison with their own society and an appreciation of the way of life of other peoples. At the same time, they expand their world view by understanding the similarities and diversity of different human groups-in other words, they begin to recognize all humans as members of the same species, but one that has found infinitely varied ways of meeting basic needs.

Teacher/Student Objective

The major goal of this activity is to help students understand that studying a culture is studying a "system" (interconnected features) of people interacting with their environment. By doing so, people create and maintain certain values which are slow to change over time.

Gauging Student Understanding

The progress indicators cited reflect desirable end goals. Teachers should be prepared to use a wide variety of observational, testing and authentic achievement evaluation measures in judging the progress of students.

By examining case studies of peoples around the world and reflecting upon their own experience, students will associate a peoples' ways of living with the culture of an area and will be able to give examples of that interaction. By comparing and contrasting various cultures, including their own, students will be able to identify such cultural manifestations as a reflection of the values held by that culture.

Suggested Materials

This activity is intended to supplement textbooks on cultural studies. It can be used independently, but the teacher will need to collect specific examples for possible distribution to the class. Pictures translated to overhead transparencies will be most valuable in initiating this activity. Access to the Internet as an electronic window to other cultures would be another major source.

Initial Data for Consideration and/or Process

The students can be divided into smaller groups to study examples from the spectrum of continents and countries across the world. Some examples to use in initiating (or extending) this activity:

- The Plains Indians' acquisition of the horse.
- The introduction of new strains of rice on farms in India.
- Military defeat for Japan in World War II.
- The arrival of a Walmart (or other) store in a town.
- The deforestation of the Brazilian rainforest.
- The Spanish conquest of Latin America.
- The computer.
- The spread of Islam.
- The control of malaria, tuberculosis, poliomyelitis and/or the spread and fight against of the HIV infection.
- A local example.

Some ideas to galvanize discussion are provided:

- Given some of the examples we have seen, how do the different parts of a culture form a system, each part depending on the others? Can you give other examples from your own life?

- How has a change in one sector of a culture influenced other aspects? How might a single technological innovation influence different cultures in different ways, e.g., the computer? How has this device changed your life? That of a professional writer? Of a secretary? (Other professions might be cited.) How has it affected nations across the globe?

- Provide the students with the following statement: In societies where people have learned to control environmental conditions, they become less dependent on the environment and more dependent on each other.

- If one asserts that all cultures may have varying value systems, what does that mean? Use the possible examples of religion, marriage and technological advancement. Be sure that consideration is given to the varying values held by families within a community.

- Compare the value systems in two different cultures–or in two subcultures of the US.
  How do these values influence behavior?
  What are some examples of forces that have changed value systems?
  How do the values of the groups studied compare with your own?

- Why are there different value systems within a particular society-especially modern, complex societies like the US?
  Do you think minority groups should reject their traditional values in order to "fit in"?

Is one set of values better than another?
Is it possible to have harmony when different groups have different sets of values?
What are the advantages and disadvantages of such diversity?
Can you think of values in American society that you would like to see changed?

- Encourage the class to explore their reactions to different value or belief systems.
  How might others react to the values and beliefs held by the students?
  You can use such discussions as a means of analyzing ethnocentrism. Why does it exist? What purpose does it serve? How does it form a barrier between cultures? Give examples of the harmful effects of ethnocentrism. Can you think of ways that people can become more tolerant of the beliefs and values of others?

- Have students draw some generalizations from this investigation of culture and cultural values, such as:
  Cultural variations stem from finding different was of meeting universal human needs.
  A change in one aspect of a culture can influence other aspects.
  Ethnocentrism is a way of protecting one's own way of life, but it also contributes to cultural conflict.
  Better understanding of cultural diversity can help overcome value conflicts and ethnocentrism.

Other Possible Activities

Introducing an "alien" object, or totally different person (e.g., baby, a person from another culture, etc.) is another good way of getting the students to discuss their classroom as a "culture." This reinforces the major ideas in their own lives so that talking about very different cultures can spring from their personal experience.

Activity 16
An Outsider's View of Us: Misperception or Ethnocentricity?

Adapted from "An Outsider's View of Us," in Patterns for Teaching Conflict, New York: Center for Global Perspectives, 1976. pp 35-36.

Grade Level Secondary

Introduction

The problems that stem from misunderstanding between cultures are clearer to students when they see their own culture through others' eyes.

Teacher/Student Objective

The major goal of this activity is to demonstrate to students that ethnocentricity is a two-way street. People from other lands also have varying views of "us" (the people of the United States), just as we may have misconceptions of them.

Gauging Student Understanding

The progress indicators cited reflect desirable end goals. Teachers should be prepared to use a wide variety of observational, testing and authentic achievement evaluation measures in judging the progress of students.

Students will further develop their awareness of ethnocentricity by examining two excerpts from an account of a Chinese visitor to the United States at the turn of the century. They will learn to analyze their reactions and respond to them by writing reflectively on how "others" perceive us.

Suggested Materials

Copies of Handout 16A, The Chinese Visitor's Travelogue.

Initial Data for Consideration and/or Process

Distribute Handout 16A, The Chinese Visitor's Travelogue. Read and discuss the excerpts as a class. Make sure that everyone understands the meaning of each of the statements. Review the meaning of prejudice and ethnocentrism and how these sentiments might be reflected in these statements.

As they read, ask students to consider:

- Do you think any of these statements are prejudiced? Which ones? Why?
- What signs do you see of ethnocentrism?
- Do you think the writer is trying to be fair? Why or why not?

Also ask the students to also consider these generalizations in the Chinese visitor's report.

Try a role play or writing exercise based on the conflicts that can arise from ethnocentric misperception.

Other Possible Activities

Use the following situation for role play or writing in class. Ask students to imagine that they are people from the American past (pick a specific time in history).

> You have been transported through time to the present and are being taken for a ride through your community in a car. What do you see, and how do you see it? Describe your excursion. Tell what problems you might have in living here because of how you first see the community.

Query students on how their misperceptions compare with those of the Chinese visitor? How do their conflicts with this way of life compare to the issues the Chinese visitor may have had in 1899?

- Ask students to check recent periodicals for accounts about the United States by people from other countries, and analyze positive and negative comments and evidence of ethnocentricity.

Activity 17
Demystifying Chinese: Language and Culture

Originally developed by David Grossman. Adapted from "Demystifying the Chinese Language," in Communication, Number Three in a Series of K-12 Guides. New York: Center for Global Perspectives, 1977. pp 27-43.

Grade Level Secondary

Introduction

The notion of language and how it is derived or formed is a possible way to introduce students to the universality of words, their derivation and meaning. This activity includes a discovery project designed to alleviate the sense of strangeness which people often have in their first encounter with people who speak or write another language. It focuses on the Chinese written language. The students will have an opportunity to decipher Chinese characters and to theorize about how this communication system may have developed.

The origins of a language are very hard to discern. Since the students have always commanded a language, they generally do not perceive their language as an essential, still evolving, tool which man has developed. Often students, without serious examination, conclude that their language is better or much simpler to comprehend than other languages. They sometimes feel that people who speak a different language are, for that reason, very different from themselves and that it would be impossible to achieve mutual understanding.

Teacher/Student Objective

The goal of this activity is to develop an awareness of the ways that a language develops, and to become aware of Chinese as a working and workable language-not a set of exotic and mystifying symbols and sounds.

Gauging Student Understanding

The progress indicators cited reflect desirable end goals. Teachers should be prepared to use a wide variety of observational, testing and authentic achievement evaluation measures in judging the progress of students.

By directly experiencing several exercises dealing with the origins of language, students will demonstrate their capacity to recognize that different languages have different structures while dealing with the same subjects by t ranslating Chinese ideographs. An exercise in translation will also show that all languages are designed to communicate information in the present and over time, for languages are in a constant state of change. This exercise will also allow students to examine the idea that familiarity with a language will be instrumental in reducing

misunderstanding and the sense of strangeness.

Suggested Materials

Copies of Handout 17A, Shang Dynasty Characters.
Copies of Handout 17B, Character Combinations.
Copies of Handout 17C, Answer Key.
If available, a chart or transparencies of similar word symbols for a Native American language.

Initial Data for Consideration and/or Process

The ability of the students to analyze and decipher these new word combinations is not important. What counts is their understanding that language is a communication system which has base commonalities with other languages.

In discussing these examples, the teacher can point out that some systems, e.g., Morse code, Braille, etc., are based directly on the English alphabet. Others are based on a correspondence between ideas and symbols. Examples of the latter include pictographs, hieroglyphs, etc. You introduce students to symbolic or ideographic written language, by initially asking them to take the concept of "river" and communicate this in some way without using words (body language, sounds, and written symbols are all possible alternatives). You should have several volunteers demonstrate their ideas to the rest of the class.

After these introductory illustrations, divide the class into small groups of five or six students each. Give each group a single word which is a simple concrete object such as "horse," "table" or "house" and a single word which expresses an emotion, such as "anger" or "agreement." Ask them to agree in their small groups upon a written symbol for the object or feeling. Have a representative from each group display its symbols to the members of the class, who will then attempt to decipher their meanings.

Distribute Handouts 17A and 17B. Ask the students to collectively decipher Handout 17B with the assistance of Handout 17A. Each group should offer their answers and discuss their reasoning.

Most likely, various oral and visual forms of communication were used by students in the above "river" exercise. Other types of systems which students or the teacher might bring up include: body language (kinesics); Trappist monks' gesture language; semaphores; smoke signals; Morse code; football referee's gestures; sign language; Pig Latin; Braille; Esperanto/Interlingua; drum language; and whistling language (Mazateco Indians), etc. A more complex form of relationships among pictures, symbols and sounds is the rebus. A rebus is the representation of words by pictures of objects whose names resemble syllables of the intended words. An example of this (based on English phonetics) is: (picture of a) bee + (picture of a) leaf = belief.

Debrief the students by asking them to discuss the relationship of individual forms of language with the universal substance of language. Stress the way in which language comprehension can be such a strong and positive force for global understanding.

Other Possible Activities

You could conduct a similar exercise using Native American ideographic language as a follow-up check on student understanding.

- Direct students to do an Internet search of various types of ideographic languages and their cultural background.

Activity 18
Missing the Point

Adapted from "Missing the Point," in Myself and Others. New York: Global Perspectives in Education, 1979. pp 60-63.

Grade Level Secondary

Introduction

This series of activities can be undertaken at any time, but it is probably most valuable when used in connection with the study of other cultures. After the class has learned about at least one other culture, talk about what seemed strange or odd in their ways of living and then proceed with these episodes.

Part of successful communication is understanding failures in communication and their consequences. Common barriers to the clear sending and clear receiving of messages are: misinterpretation, prejudice, ethnocentrism and cultural differences. In this series of activities, the class will encounter some of these barriers and explore the consequences. The experience, especially if amplified and reinforced in later grades, will help develop the capacity to view the world with a less ethnocentric bias.

Teacher/Student Objective

The major goal of these activities to help students to recognize that judgments of other cultures are often based on misunderstanding or misinterpreting messages. Students should come to understand the importance of viewing other cultures without judging forms of behavior that seem strange.

Gauging Student Understanding

The progress indicators cited reflect desirable end goals. Teachers should be prepared to use a wide variety of observational, testing and authentic achievement evaluation measures in judging the progress of students.

By experiencing three examples of miscommunication, students will be able to identify at least two different perceptions of situations. By responding to each, they will show their realization that other cultural values are as important as their own.

Suggested Materials

Copies of Handout 18A, Communicating Across Cultures.

Initial Data for Consideration and/or Process

The Game of Rumor is an excellent way to introduce this lesson and develop awareness of how easily messages are distorted-either in the sending or the receiving. Bring one student to the front of the class after instructing the rest of the class that each is to pass on a message as clearly and accurately as possible, without leaving out any details. Whisper the message to the first student. It should be simple but detailed, for example:

> Jack Walsh was a carpenter. He and his friend Bill Smith, a plumber, had an argument. They always argued over which team was better, the Bears or the Giants. When the Bears beat the Giants 37-6, Jack felt that he had won the victory himself.

Whisper the message to the first student. He or she then calls someone's name, the person comes to the front of the room, and Student I whispers the message. Student II passes it onto someone else. Allow no talking, no repeating and no writing. Continue to the last student, who then writes down the message as he or she heard it.

Compare the written message with your original version. (It may be useful to have both written on the chalkboard.) Ask the class to point out errors and distortions. In some cases, you'll find that the whole meaning has been lost. You might also want to spend some time exploring if they can locate where particular distortions occurred to see if they were in the giving or receiving.

Distribute Handout 18A, Communicating Across Cultures, for two case studies adapted from, The Silent Language by Edward T. Hall (Greenwich, CT: Fawcett, 1959).

When studying other cultures, texts will often give examples of misunderstanding, usually based on ethnocentrisms, even if the word isn't defined. Outsiders sometimes judge people whose behavior seems odd or bizarre. A great deal can be gained by exploring some of these incidents and considering the possible consequences of such misunderstanding. This is also a good way to demonstrate that action or behavior communicates just as speech and "silent language" do.

These brief episodes help to teach students to understand the meaning of ethnocentrism and to identify it when it occurs in their personal lives.

Other Possible Activities

- As an assignment, have the class watch a situation comedy on TV. (The "situation" almost invariably involves a fouled-up message.) Check the TV listings and assign a number of different programs. Their task is to find out what missed message occurred, and how this led to trouble. The next day ask for reports. There should be plenty of material for discussion and they will recognize the parallels with the game of rumor.

- Consult the book The Silent Language by anthropologist Edward T. Hall. The book

contains numerous other similar examples that you could easily write up into episodes for the class to consider. You might deal with Hall's title-what he means by "the silent language." They should be able to give other examples of how behavior or actions send messages which also may not be easily understood by other people.

Activity 19
Cultural Universals through Art

Adapted from "Points of View," in Communication, Number Three in a Series of K-12 Guides. New York: Center for Global Perspectives, 1977. pp 5-7.

Grade Level Secondary

Introduction

Cultural universals, the lifestyles and beliefs of people, are the glue that binds the peoples of the world into global synchronicity. This is, and has been, true across cultures and across time. One way of reinforcing this concept is to lead the students to observe the universals as represented in works of art from various cultures at different junctures in history.

Teacher/Student Objective

The major goal of this activity is to show students that artists through the ages have sought to represent their cultures in works of art, indicating both the positive and negative features of that society. Art leaves a record which enables us "to see" another culture at another time-and to realize that whatever the time, people were universally engaged in common activities.

Gauging Student Understanding

The progress indicators cited reflect desirable end goals. Teachers should be prepared to use a wide variety of observational, testing and authentic achievement evaluation measures in judging the progress of students.

Exposing students to the vast sweep of history as represented through works of art can prompt them to critically view the lives of peoples across the globe at various periods of time; by charting out the comparisons and contrasts between and among the representations, they will recognize the universality of human existence.

Suggested Materials

Please use discretion in your choices; most art of early centuries tends to be reflective of the wealthy aristocracy of the country.

> Study prints or transparencies from different cultures at different times which clearly show the everyday lives of the people. (Dutch, Japanese, Italian, English, American, etc.) It is important that many of these date from common eras (e.g., 16th through 20th centuries) and that they reflect a cross section of society.
> Available "coffee table" art books representing a wide variety of cultures and periods of

history-Dutch, Japanese, Italian, Indian, Spanish, Belgian, English, American, etc.

Initial Data for Consideration and/or Process

Present the students with three or four art representations which reveal aspects of a particular culture and depict people going about their daily lives. Using a charting device on the overhead or chalkboard, the teacher will guide students in identifying "ordinary" and "extraordinary" moments represented by the pictures. After this discussion, ask the students to generalize about the value of art as an historical record; on the viewpoint of the artist in representing the culture; on the notion of "patronage" and its influence on the artist's perspective, etc.

Divide the class into small groups and either assign them to computer stations for an Internet search or distribute a spectrum of art books. Direct the students to research other examples of cultural representation. At this juncture, however, have the students add the dimension of time comparison: use representations of similar time periods across cultures. Ask them to account for geographical, economic, political, social and cultural influences on the representation.

Invite the class to consider how every person-whether artist or not-has a point-of-view and a style. Note that an aspect of this perspective is culturally or environmentally determined while another is uniquely personal.

Other Possible Activities

While more time-consuming, you could introduce a similar activity using literary works, or selections from them, which also reflect the culture of a time through the lives of the people. Art and literature are both historical sources, but must be interpreted in light of other factors. The emphasis, here, however, is to reinforce students' understanding of the universality of people's lives at all times in all places.

Activity 20
The Japanese Bath

Adapted from "The Japanese Bath," in Spotlight on Japan: Continuity and Change. New York: The American Forum for Global Education, 1994. pp 79-81

Grade Level Secondary

Introduction

The ways in which a people conduct their daily lives frequently reveals the most salient cultural aspects of a nation's life. Tradition often dictates these cultural events. Although geography or cultural infusion may affect these traditions, some elements remain basically unchanged. One tradition that remains entrenched in the Japanese society is the ritual of the bath.

Teacher/Student Objective

The goal of this activity is to help students understand that cultural differences between and among the various peoples of the world are subject to both cultural interpretation, as well as to occasional ethnocentric bias. The greater the exposure to such daily social occurrences, such as the role of a bath in Japan, helps to decrease the ethnocentric tendencies of uninformed students.

Gauging Student Understanding

The progress indicators cited reflect desirable end goals. Teachers should be prepared to use a wide variety of observational, testing and authentic achievement evaluation measures in judging the progress of students.

By examining a personal account of an American woman's experience with a Japanese bath, students will begin to identify and make distinctions between/among elements of difference in cultural manifestations of daily life. They will demonstrate understanding of such cultural variations by suggesting reasons for the differences.

Suggested Materials

Copies of Handout 20A, The Japanese Bath.
If available, pictures of the Japanese bath ritual.

Initial Data for Consideration and/or Process

Distribute Handout 20A, The Japanese Bath, which describes an American woman's experience with a Japanese bath. Possible questions to raise student consciousness:

- What is unusual or different about these baths?
- According to the author, how did the bath experience change her impressions about Japan?
- What assumptions do you think most Americans have about Japanese baths?
- What are some of the similarities between Japanese baths and American gym facilities? Differences?
- How would you feel if you were taken to a Japanese bath? Explain.
- What does the ritual of the Japanese bath reveal about Japanese culture?
- A bath is just one domestic event which the Japanese and the Americans approach differently. What are others?

Break into groups. Each group will consider three other domestic aspects that reveal how the Japanese and Americans differ (i.e., manners of sleeping, eating and dressing). Groups will report specific examples to the class.

Examine the origins of these domestic practices, in both Japanese and American cases. Discuss cultural and religious significance as well as the practicality of these habits today.

Other Possible Activities

Ask the students to research other elements of the daily life of the Japanese (or, indeed, other people from around the globe) and make comparisons and contrasts with their daily lives. How does one account for any differences: tradition? Geography? Culture?

- As you acquire new information about Japanese culture, do a perception check on whether changing world conditions and infusion of new ways of doing things borrowed from other peoples (cultural infusion) have brought changes to the Japanese culture?

Activity 21
Space and Behavior: Living in Japan

Adapted from "Space and Behavior: A Class Simulation," in Spotlight on Japan: Continuity and Change. New York: The American Forum for Global Education, 1994. pp 87-88

Grade Level Secondary

Introduction

In any study of Japan and its culture, students must become aware of the significance of space in the life of the Japanese people. Japan is a small geographic area within which a large population is concentrated. This has had enormous social, personal and economic implications on the society.

Teacher/Student Objective

This simulation dramatically illustrates the effects of limited land resources upon the Japanese mentality. The goal of this activity is to teach students to develop an appreciation for the relationship of people to their environment and the impact that each will have upon the other. Using the Japanese example is instructive. Using a simulation is an active means of exploring the strong link between space and behavior.

Gauging Student Understanding

The progress indicators cited reflect desirable end goals. Teachers should be prepared to use a wide variety of observational, testing and authentic achievement evaluation measures in judging the progress of students.

By undertaking a simulation which places the students in an actual cramped space, the students will prove to themselves that they are affected by the situation. This should demonstrate to the students the reality of the Japanese example, and they will be able to generalize about the effect which the space limitation has upon people.

Suggested Materials

Prior to the beginning of class, the teacher will cluster the chairs/desks in as tight a space as possible, leaving access but little or no space between the chairs. As students arrive to class the teacher will direct them to walk quickly and quietly to their chairs and sit down. They should be admonished: Do not move the chairs!

Initial Data for Consideration and/or Process

Give the students about 10 minutes to acclimate to the situation (by pretending to so something important while they wait). Then, ask them to take out a piece of writing paper and do three (3) minutes of "free writing" on the following topic:

"Sitting like this I feel...."

Encourage the students to be absolutely open and honest about their feelings. When they have completed this, debrief and summarize their statements on the chalkboard or overhead projector. Ask the students to summarize the statements.

While the chairs are still in close proximity, present the students with the following scenario. Allow 15 minutes.

> You have been growing up in an environment like this classroom. Because space is at a premium, you and your family have had to adapt. Work with two other people immediately next to you, and list as many ways as possible in which living in such a small area would impact on or change your lives.

Conduct a debriefing of these responses-again, record them on chalkboard or overhead transparency. Explain to students that the Japanese generally live in cramped quarters according to American standards. Rooms are measured in terms of tatami mat measures 3' x 6'. The effects of living in close proximity to others has a profound impact on the Japanese people. If possible, show pictures of Japanese homes, streets and communities.

As an assignment, ask the students to write a brief essay explaining how the personality and behavior of peoples who live in a country with abundant space and abundant resources would be different from that of Japan.

Other Possible Activities

Have the students take a cartoon strip from any Sunday newspaper, white out the balloons, and create a conversation between two people-one from Japan and one from a country such as the US-with the problem of space as the topic.

Activity 22
Water: Blessing and Curse in India

Adapted from "Water: A Key to Understanding India," in A South Asia Curriculum, Teaching about India. New York: The American Forum for Global Education, 1994. pp 44-54.

Grade Level Secondary

Introduction

To fully understand India one must understand its dependence on water. The monsoon rains are always associated with South Asia, although they are a worldwide phenomenon. However, it is important to remember that New Delhi, the capital of India, gets the same annual rainfall as New York City. The issue is not the amount of rain, but the distribution of rainfall annually. Whereas New York gets fairly equal rainfall each month, allowing for normal activities throughout the year, India's rainfall is largely concentrated during three months of the year, skewing all events and activities to adjust to the rains. If the monsoons do not arrive in India, the nation mourns for the entire year. Just as the success or failure of agriculture is dependent upon the monsoons, the culture of South Asia is dependent upon the rains.

Teacher/Student Objective

The goal of this activity is to teach students the overriding significance of the monsoon and the impact on the rains upon all facets of life in South Asia.

Gauging Student Understanding

The progress indicators cited reflect desirable end goals. Teachers should be prepared to use a wide variety of observational, testing and authentic achievement evaluation measures in judging the progress of students.

Students will manifest their knowledge of, and ability to read and analyze specific geographical representations by analyzing a map showing the patterns which the monsoons follow in and near the Indian sub-continent.

By analyzing a case study and reading pertinent Internet data, students will be able to display an understanding of how a major weather system can help, but also pose problems for the peoples of the Indian sub-continent.

Suggested Materials

Copies of Handout 22A, The Path of the Monsoon.
Periodical articles on the effects of monsoon activity on the peoples of India.

Listing of Internet sites having to do with the monsoons of South Asia.

Initial Data for Consideration and/or Process

Distribute Handout 22A, The Path of the Monsoon. By posing questions in an inquiry, elicit from students:

- What can be learned from this type of map?
- Which areas of India are most / least affected by the monsoon?
- If they were looking for a place to live in India, how would information on this map assist them in their decision?

Divide class up into work groups, and either assign each of the groups a different aspect of monsoon/human interaction to research on the Internet or distribute sufficient articles to each of the groups. Conduct a "jigsaw"* cooperative learning procedure built around the idea:

How does/has the monsoon affected life for people in South Asia?

Other Possible Activities

- Ask students to write a brief essay on how they might feel if it rained for an extended time in their area of the world. Have them examine the notion of whether drought has the same effect on people.

*Jigsaw Method:
Divide students into groups and provide data for one of the sections on the chart. After examining the materials and preparing a summary for their assigned section, regroup students. Each new group has a representative specializing in each section on the chart. The representative is responsible for teaching that section to the rest of the group.

Activity 23
Earthly and Heavenly Explanations

Adapted from "Earthly and Heavenly Explanations," in Culture's Storehouse: Building Humanities Skills through Folklore. New York: Global Perspectives in Education, 1978. pp 46-54.

Grade Level Middle School

Introduction

In this lesson, students explore the use of animals in folk-tales and the special qualities of myth through a Latin American story about origins. Students will recognize similarities between their own hopes and ambitions and those expressed in the tales.

The story is chosen to reveal commonalities among people from all corners of the earth. Latin American peasants think about going to the moon; so do 20th century astronauts. A young girl in traditional Mexico dreams of romance; so does a young girl in contemporary America. But questions arise which prompt people of both sexes to question traditional assumptions about their future roles.

The story centers around the Peruvian animal tale "The Fox and the Mole." Questions and activities continue the exploration of how our explanations for things help form lifelong attitudes. The tale also provides opportunities to treat the literary convention of animal characters.

Teacher/Student Objective

The major goal of this activity is to help students to realize that the hopes and dreams of people around the world are similar in nature. The activity uses animal metaphor in a fairy tale/myth, which may help form a person's goals and expectations. The teacher may also want to seize the moment to distinguish characteristics and meanings of myths, fairy tales and folk-tales, and to underscore their importance in the lives of all people.

Gauging Student Understanding

The progress indicators cited reflect desirable end goals. Teachers should be prepared to use a wide variety of observational, testing and authentic achievement evaluation measures in judging the progress of students.

Through the process of examining a Peruvian folk-tale, the students will reveal their ability to translate an individual folk-tale specific to one country to an understanding of the universal hopes and aspirations of people all over the globe. In this manner, students will deepen their

realization that, while there may be cultural differences among peoples regarding lifestyles, the hopes and desires of all humans provide a global unity that brings us closer together.

Suggested Materials

Copies of Handout 23A, "The Fox and the Mole."
Some obvious examples of advertisements which use animals to represent certain human characteristics.

Initial Data for Consideration and/or Process

"The Fox and the Mole" is a Peruvian Indian folk-tale about how things came to be. It also has a lot to say about the practical limits of daring and dreaming. The characters of the tale are not people, but animals.

- Why do you think a storyteller might sometimes wish to use animals as characters?

The animals in this tale have a special meaning because of Peruvian tradition. The ancient Peruvian people were totemistic, which means that animals and even objects were held sacred and worshiped. Some Quiche Indians (pronounced Key-chee) believed they were descendants of sacred animals and birds like the condor, the snake and the jaguar. Among the Incas, the condor was thought to be the messenger of the gods. The moon was revered as a divinity second only to the sun. The cleverness of monkeys and foxes earned them human respect as well.

Strangely enough, although the fox enjoys a worldwide reputation for cleverness, it does not proceed from any scientific observation: there is no evidence that foxes are any craftier than other preying animals. Still, the fox has been a symbol of cleverness and deceit for centuries. Can students think of any other animal who has a reputation for a particular character trait? (e.g., eagle, elephant, lion, hyena, etc.)

Other Possible Activities

Investigate the settings in which tales like "The Fox and the Mole" have been told. Check with the school librarian, or search the Internet for information about the uses of folk-tales in the lives of people all over the globe. Some other questions of interest might be:

- Who told the stories in the ancient Indian tribes?
- Where and at what time of day were stories told?
- Was music a part of the telling? Dance? Costume? Acting?
- You may want to reenact an Indian storytelling session with as many authentic props as you can muster. This could be a good introduction to the study of New World Indians.

Another project could be to find out how alive the folk-tales are in Latin America today. Students could use the Internet to conduct research.

- Are they still retold? Taught in school? Depicted in song or art?

The fox character is still alive in America today as the accompanying advertisement indicates. Look for foxes elsewhere in contemporary life. Begin with phrases, ads or commercials, consumer products, songs and movies. Catalogue your findings and list the meanings or characteristics each fox has.

- How similar are your results to the kind of fox in the old folk-tale you just read?
- Can you find similar examples for moles or other burrowing animals?

Many folk-tales use animals as characters. See if you can find others. See if any categories of human characteristics emerge. Begin with the animal characters such as: Br'er Rabbit, Bugs Bunny, Ananse the Spider and Monkey.

Activity 24
Symbols and Signs

Adapted from "Symbols and Signs," in Communication, Number Three in a Series of K-12 Guides. New York: Center for Global Perspectives, 1976. pp 7-9.

Grade Level Middle School

Introduction

As cross-cultural contacts increase at an ever-faster pace, people have discovered that symbols can help overcome some language barriers. This activity introduces students to the various kinds of symbols used to communicate in their local community and around the world.

Teacher/Student Objective

The recognition and the understanding of symbols in our lives is a "shorthand" way of communicating when the spoken or written language is not clearly understood. This use of symbols across community, national and international lines is another way to foster cross-cultural understanding.

Gauging Student Understanding

The progress indicators cited reflect desirable end goals. Teachers should be prepared to use a wide variety of observational, testing and authentic achievement evaluation measures in judging the progress of students.

By means of a field trip, using driver's education manuals, and teacher-prepared charts of international symbols, the students will begin to realize their ability to communicate using symbolic means. By creating their own symbols for certain actions, the students will also demonstrate their capacity to visualize that actions can be directed by use of symbols.

Suggested Materials

A collection of pictures or signs depicting symbols used in everyday life around the community.
A beginner driver's manual.
A collection of pictures that can be easily translated into symbols: these will feature people taking certain actions in a variety of situations (shopping, recreating, working, etc.).
Sketch pads and pencils (a supply of color pencils is desirable).

Initial Data for Consideration and/or Process

A brief field trip to locate and identify familiar symbolic signs around the local community is ideal for this activity; this might also be assigned as a homework assignment for the night previous to the class session.

Have students create their own "logotype" or signature symbol. This might be introduced using cattle brands or familiar automobile trademarks. If available, certain logotypes that were used to impress wax on important papers or to seal envelopes are excellent examples. This might be followed up by asking students to create a logotype for a famous person. You might collect logotypes from newspapers or periodicals and create a chart indicating whether such symbols are familiar in the US only or also in other countries.

Other Possible Activities

In order for students to understand that not all symbols a re universally understood, use the collection of international signs and symbols to show that not all countries abide by one universal set. Compare and contrast UN symbols and other examples from countries around the globe with US symbols. Why might it be a good idea for all nations to adopt the same set of symbols?

- Non-printed symbols are another important aspect of human communication. Introduce the students to trail marking as practical by pioneers and Native Americans. Additionally, have transparencies ready that show Egyptian hieroglyphics and the symbolic sign language of Native Americans. Teaching the students to write their names or simple sentences using these symbols will be a further enhancement and a good introduction to such ideographic languages as Chinese or Japanese.

Activities 25-34, Global Connections

Guidelines Part IV

Students need broad-based knowledge of global issues and area and culture studies, but they also need to understand their own connections with these issues and cultures. Helping students understand these connections is a major purpose of international and global studies education. Americans are tied to global issues and different cultures in multiple ways, and students must understand the United States' contemporary and historical connections with global issues and regions. This includes studying traditional topics such as US foreign policy and US participation in international organizations, as well as understanding long-term US political and strategic interests.

Citizens have a responsibility through speaking, voting, lobbying, and other forms of participation to affect international issues and US foreign policies. To an extent, citizenship in a global age is part of the usual citizenship programs, and US foreign policy should be part of the American history standards. Likewise, citizens need to be aware of the channels that influence their opinions on global and international issues, such as the press, media, governmental institutions, and private organizations.

A major problem confronting educators interested in teaching students about global and international topics has been one of relevance. Many Americans believe that global issues are not connected to their daily lives. Others are deeply concerned with the effects of global economic competition. Global problems may appear to be too far away to affect them but, for better and worse, we are increasingly linked to global issues and with peoples and cultures throughout the world. This web of interconnections, which has both positive and negative implications, can be found in local communities, religious groups, social and community organizations, and economic linkages.

Knowledge Objectives

Americans have always been connected with the rest of the world, at least since 1492. Historically, Americans of all ethnic groups, including Native Americans, migrated from elsewhere. European colonies in what is today the United States were usually initiated, and often supported and protected, by the mother nation. Colonies relied upon trade for survival, and Americans have always been connected with others in the world through consumer behavior, barter, trade, travel, missionary activities, and other channels. What is new about these interconnections in the late 20th century is their dramatic increase in quantity and significance for all Americans. All projections suggest that our connections with the world will increase even more in the 21st century. To prepare students to live in this interconnected world, we recommend the following knowledge objectives.

1. **Students will identify and describe how they are connected with the world historically, politically, economically, technologically, socially, linguistically, and ecologically.** Every American is connected directly with the world in a variety of ways, for example, the mail; the Internet; ham radios; the telephone; travel; international organizations or religious groups; economic links, such as purchasing products connected with other countries; and the press and mass media. More than 70 "Your Community and the World" studies have been developed that examine the current global linkages of cities, regions, and states.

2. **Students will know and understand that global interconnections are not necessarily benign; they have both positive and negative consequences in the United States.** Global inter-connections enhance our lives, and they also may create serious problems. For instance, importing foreign automobiles may add to the diversity and quality of our lives and provide jobs for Americans engaged in their importation and sale, but for workers in US steel mills or US automobile factories, these global imports have been devastating. Students need to understand the trade-offs among short-term and long-term consequences of interconnections.

3. **Students will know and understand the United States' role in inter-national policies and international relations, particularly since World War II.** The United States is the sole remaining global superpower. What we do or do not do affects the lives of people around the world. Students need to understand the strengths and limitations of our influence on other nations. Understanding today's foreign policies requires some knowledge and understanding of past foreign policies and issues.

Skills Objectives

Students need the following skills in order to analyze and evaluate global connections.

1. **Students will recognize, analyze, and evaluate major events and trends in American and world history and examine how these events and trends connect to their local communities and the United States today.** Our lives today are defined by actions others have taken in the past. Understanding past trends and movements is important in understanding today's world. Usually, United States and world history are taught as discrete courses, but the walls between these subjects are artificial. United States history should be taught in a global perspective and world history should include connections with the United States. Both United States and world history should make connections between past trends and the individual today.

2. **Students will recognize, analyze, and evaluate interconnections of local and regional issues with global challenges and issues.** Global issues do not arise from some far-away place to affect our local communities. Rather, local communities across the world create global challenges and issues. Students should be able to recognize, analyze, and evaluate how local communities contribute to or help resolve global issues.

3. **Students will recognize, analyze, and evaluate the interconnections between their lives and global issues**. Students should be able to make the link between their daily actions and how those actions-or inaction-influence global phenomena.

4. **Students will generate alternative projections for the future and weigh potential future scenarios**. The future depends upon actions individuals take. Often, the effects of these actions will be delayed for years. Students need to know and understand that their own actions-or lack of action-can make a difference to the future.

Participation Objectives

Global education does not just present facts to be memorized or a series of intellectual skills to help apply, analyze, synthesize, and evaluate knowledge. It should also encourage democratic citizenship, which requires active participation. The following list of participation objectives identifies some of the potential student activities commonly promoted by global educators.

1. **Students will value participation in the democratic process.** Through participation, citizens affect government policies. For example, citizens participate by speaking, voting, lobbying, and contributing to campaigns or causes. Each of these forms of participation affects international issues. While in school, students need to practice these activities where appropriate.

2. **Students will tolerate ambiguity**. Most global issues will not be resolved soon. Having some tolerance for the ambiguities of this complex world is helpful. This does not mean that students should be tolerant of all behavior or situations; nor does it mean that right and wrong solutions cannot be hidden by ambiguity.

3. **Students will read newspapers, magazines, and books; listen to radio and television programs that relate to intercultural and international topics; and actively respond to news articles, books, and programs.** Local communities change, as will the United States' role in the world. Students will need to continue to learn about international and intercultural topics. Because citizens learn the majority of their information about the world from the press and mass media, students need to better understand the strengths and weaknesses of these sources of information. Students should be encouraged to actively respond to these "one-way" communication systems by discussing programs with peers, family, and others, and by writing letters to the editorial staffs of newspapers and media stations.

Activity 25
Your Community and the World

Adapted from "International Linkages, Your Community and the World," in New York and the World. New York: Global Perspectives in Education, Inc., 1984. pp 4 and 14-21.

Grade Level Secondary

Introduction

The students' local community has vast linkages to the world. However, students (and other residents) are often unaware of these linkages and fail to recognize how much they are influenced by and are dependent upon foreign countries. This activity, through individual research, raises student awareness of these linkages. They will begin to grasp the concept of global interdependence.

Teacher/Student Objective

The major goal of this lesson, and its survey follow up, is to show students how closely linked they are to other peoples and nations across the globe.

Gauging Student Understanding

The progress indicators cited reflect desirable end goals. Teachers should be prepared to use a wide variety of observational, testing and authentic achievement evaluation measures in judging the progress of students.

Through use of several survey instruments, students will reveal their ability to conduct research using their community as the data source. The data so collected will reveal a capacity to inquire, tabulate, analyze and reach conclusions concerning their immediate surroundings and their relationship to the larger world of which they are a part.

By gathering information about the origins of various familiar items, and relating them to appropriate maps, the students will demonstrate an ability to read and use maps. This activity should also involve them in showing their proficiency in the use of an almanac, encyclopedia or the Internet to see that they have correctly identified a foreign country, not simply a part of a country (e.g., Paris, Nassau, Sicily, Puerto Rico) or a general region (e.g., Central America, Africa).

Through the examination of their own data, and comparing and contrasting their survey results with those of others, the students will reveal their capacity to draw conclusions/generalizations concerning the global nature of the world as it exists in their own community.

Suggested Materials

Copies of Handout 25A, Survey Format. (Teachers might modify to meet other global community goals.)
Copies of Handout 25B, World Map. (See Handout 11A.)

Initial Data for Consideration and/or Process

The community has many links to the world. Few people in any community are probably aware of all the linkages or of how much they are affected by other nations of the world. The task which students will undertake is a survey of the various community agencies which have a strong likelihood of contact with the other nations of the world in some manner.

The ten locations in which the investigation will take place are: Grocery Stores, Newsstands (or bookstores where newspapers are sold), Travel Agencies, Music or Record Stores, Banks, Restaurants, Movie Theaters, Houses of Worship or charitable organizations, Variety or Department Stores, and, finally, a variety of People. In each of these categories the student should identify a minimum of five separate items which are from a country different from their own: e.g., clothing made in a South American country; food products from Mexico, money from Greece. Remember that for each area of investigation the student will need to develop questions which suit that particular location (e.g., what various currencies do banks handle? What activities do local churches engage in related to another area of the world?) While five items are the minimum required, the students should not hesitate to exceed that number. After the students have finished their investigation of all ten locations, they are to chart their findings on a world map.

The teacher will provide examples of community relationships with other world nations. The students' survey data will be the basis for discussion.

Distribute Handout 25B, World Map, and ask students to make a list of the different countries listed in their survey. The students should label the countries and shade them on this map. Using a ruler, they should draw a line from your home city/town to indicate a link that was found between their community and that country.

Other Possible Activities

Not only the community, but also the school has global l inkages. A group project for interested students could be the creation of a display showing the global origins of students at your school. A statistical list of countries in which students in your school were born can probably be obtained from the school's administrative office. Display a world map with yarn stretched from your city/town to each of these countries. Pictures or artifacts appropriate to each country can also be featured.

Students can gather more information about the global linkages of your school and community

by conducting interviews with immigrants (either students in your school or adults in your community). Students conducting the interviews should cover the immigrants' reasons for moving to the US, their or their families' problems in getting to the US, and the challenges of adjusting to life in the US. Questions can also be asked to find out what linkages (personal, commercial, or cultural) the immigrant maintains with his/her country of origin.

Activity 26
Historic Parallels

Adapted "Historic Parallels," by H. Thomas Collins. Project LINKS, George Washington University.

Grade Level Secondary

Introduction

Comparing nations or world areas is difficult; more challenging still when comparing highly technologically-developed nations like the United States with nations that have not as yet achieved equal levels of wealth or technology. To avoid the possibility that students make negative comparisons between any African nation and the US today, it may be helpful to remind them that the US was once "a developing nation." Many of the conflicts, problems and achievements of modern Africa have their parallels in US History.

Teacher/Student Objective

The major goal of this activity is to make students aware of the concept of "a developing nation," with careful regard that they understand that while the process is not always smooth, nations can and do learn from each other.

Gauging Student Understanding

The progress indicators cited reflect desirable end goals. Teachers should be prepared to use a wide variety of observational, testing and authentic achievement evaluation measures in judging the progress of students.

By drawing parallels between events in the history of the US as a "new nation" and those of African nations that are going through the development process, students will be able to weigh information and deal with the "development" process in a fair and honest manner. While historic parallels are often misleading since no events are exactly parallel, the development of analogical thinking is an important step in students' intellectual growth; teachers should specifically structure activities which will allow the students to achieve this skill.

Suggested Materials

Copies of Handout 26A, Historic Parallels.

Initial Data for Consideration and/or Process

Prepare the students to deal with the notion of "parallelisms," and master the skill of dealing with

analogies. If the teacher can present personal instances of parallels to his/her own experience (family, friends, incidents), this will help student orientation for this activity. Present the first parallel instance in the handout Historic Parallels, and with the help of very specific maps visible to all, discuss the similar circumstances. Divide the class into small groups and assign several of the parallel instances to each group, along with sufficient reference materials for them to analyze the circumstances of the parallel examples. Each of the groups will present their parallels and explain what data they have discovered to find whether the parallel is on target.

After completing the parallels, give students an opportunity to draw some generalizations about the ideas of: parallels; analogies; development; "new nation" status; and colonial experiences (not necessarily in that order).

Other Possible Activities

An exercise such as this one has additional parallels in most areas of the world (the experience of India, Australia, Brazil, etc.), and that should be kept in mind as one approaches those areas of the world for study.

Local history can be best studied in the context of larger historic contexts (e.g., what is the parallel story locally during the American Revolution? The Civil War? Any major event of American History?)

Activity 27
The Internet: Whose Point of View

Adapted from "Technology in the Classroom, A Global Perspective on Virtual Reality," in Issues in Global Education. New York: The American Forum for Global Education, June 1997, No.142.

Grade Level Secondary

Introduction

The Internet is a valuable resource for giving students multiple perspectives. The example used in this activity deals with any current issue in the news. Examples include the status of the Russian government, the plight of refugees in Africa or recent elections in another country. This same activity could also be used to sample newspaper views of local, state or national issues.

Teacher/Student Objective

The goal of this lesson is to provide an experiential view of the news as it appears on the Internet in a variety of sources and from various points-of-view; in the process, the students will reinforce their Internet skills through finding web sites and evaluating information.

Gauging Student Understanding

The progress indicators cited reflect desirable end goals. Teachers should be prepared to use a wide variety of observational, testing and authentic achievement evaluation measures in judging the progress of students.

By examining and evaluating a current issue in the world press (terrorism, financial troubles, peace negotiations, etc.), the students will demonstrate mastery of computer search skills by researching various points-of-view regarding the news event chosen.

By brainstorming and evaluating the possible value of sources of information (newspapers, journals, live interviews, etc.), locating viewpoints in such sources, and examining the potential of the Internet to give access to similar information, the students will demonstrate their ability to compare and contrast sources of information.

Suggested Materials

> Students must have online access. Ideally, this lesson will take place in a classroom or computer room. If no computers exist in the classroom, small groups of students may be sent to the library or media center to complete this activity and then return to the classroom for discussion. Given the fact that so many students now have computers at

home, some consideration might be given to making this a homework assignment for discussion the following day.

Initial Data for Consideration and/or Process

The class should be divided into work groups and assigned the following:

- Using a search mechanism on a browser locate an index of worldwide newspapers, select three countries, states, etc., relevant to the issue. You may need to hold a brief discussion to remind students of the nature of "conservative," "liberal," "middle of the road," and other possible kinds of bias. The group will need to find three different news accounts of the selected issue from three totally different sources (countries, regions, etc.).
- Print out the three news reports and read each. For each of the reports record the specific source, a summary of the news story, and the point-of-view expressed.

After each group has completed its task, reconvene the full group and debrief findings. Discuss and analyze differing points-of-view.

Other Possible Activities

The students' attention should be drawn to their own tendencies to express bias when engaged in writing, talking or in general discussion. Specific issues for the students might be used to illustrate this situation and drive home the need to be very careful in accepting viewpoints casually or at face value.

Activity 28
Web Search: The Pros and Cons of Free Trade

Adapted from "Technology in the Classroom, A Global Perspective on Virtual Reality," in Issues in Global Education. New York: The American Forum for Global Education, June 1997, No.142.

Grade Level Secondary

Introduction

The Internet gives students and teachers access to an enormous volume of information. Because of the broad range of resources available, students can gather materials which represent multiple perspectives and then analyze and debate significant global issues. Obviously, this activity can be applied to a wide variety of topics selected by the teacher and students.

Teacher/Student Objective

The goal of this activity is to provide students with opportunities to increase their skills in gathering, using, analyzing and evaluating information related to a topic of their own choosing through the use of the Internet.

Gauging Student Understanding

The progress indicators cited reflect desirable end goals. Teachers should be prepared to use a wide variety of observational, testing and authentic achievement evaluation measures in judging the progress of students.

Given the opportunity to work in groups, the students will identify a topic relevant to their discussion of free trade and interesting to research. They will demonstrate their ability to organize themselves to perform the necessary research, prepare a written report and to present their findings to the class as a whole. This activity will further illustrate the students' capacity to use information technology for gathering, organizing and presenting the information.

Suggested Materials

> Students should have easy access to online capacity either in class or in another convenient facility. The teacher should be sure that students have the ability to obtain materials needed for their presentation: overhead transparencies, alternate computer access in the form of peripherals enabling them to project their computer findings overhead.

Initial Data for Consideration and/or Process

The assumption made by this activity is that the students have been studying the topic of free trade and its impact on the world economy. The initial discussion might be based around a statement such as the following:

> "More wealth will be created in 1998 than in any previous year in history and, since the rate of population growth is coming down, this new wealth will go further." The Economist

Briefly review the fundamental concepts of free trade and free markets. Some of the questions the class might want to examine are:

- What policies should the United States promote to support the concepts of free trade?
- What policies are being pursued presently? Which are being considered by Congress and the President presently? What evidence is there of other countries pursuing similar or different policies?
- What are the presumed benefits of these policies?
- Who will benefit primarily from such policies? Is the benefit widespread or limited?
- What are the disadvantages of free trade? Who stands to lose?
- To what extent, if any, should American workers be protected?
- What is the role of the government?

Other Possible Activities

- Students might research the responses to technology through the ages. This topic could form the basis of an extended interdisciplinary unit which may include literary works (e.g., Charles Dickens, H.G. Wells, Karel Capek, Jules Verne and Mary Shelley); printing, art and music; transportation, etc.

Activity 29
The Global Economy: The World Monetary System

Adapted from "The World Monetary System," in New York and the World. New York: Global Perspectives in Education, Inc., 1984. pp 12-13.

Grade Level Secondary

Introduction

New York is an international banking center. The city is headquarters for a number of worldwide financial institutions including American Express, Chase Manhattan Bank, and Citibank. By 1991 there were 463 foreign banks with offices in New York City. One of the services that banks perform in today's global economy is to facilitate international monetary transfers. These often involve currency exchange.

This lesson focuses on foreign currency exchange in the global economy. While most people realize that foreign currency exchange rates affect the international traveler, few people understand the direct effects that these rates have on people who may never leave their communities. This lesson is designed to make students aware of international monetary transactions, and to show them how the jobs they hold and the purchases they make in their local community are affected by the foreign currency exchange market.

Teacher/Student Objective

The major goal of this series of activities is to help students understand the notion of simple foreign currency exchange transactions using a foreign currency exchange table, and to make them realize the effect which changes in supply and demand have on the value of the dollar in relation to foreign currencies.

Gauging Student Understanding

The progress indicators cited reflect desirable end goals. Teachers should be prepared to use a wide variety of observational, testing and authentic achievement evaluation measures in judging the progress of students.

By directly engaging in supportive exercises, students will evidence reasoning and mathematic abilities related to aspects of the monetary system of the world. Both through teacher and peer evaluation of results they will receive immediate feedback as to the accuracy of their responses, and learn how to correct any misapprehensions.

Suggested Materials

Copies of Handout 29A, Currency Exchange and Exercises B-D.
Transparency of the Currency Chart.
Ten or 15 travel sections from various newspapers (and/or travel brochures with prices).
Access to Internet travel pricing sources.

Initial Data for Consideration and/or Process

Inflation: This lesson deals with the value of the dollar in relation to other currencies, not the value of the dollar in terms of its domestic buying power. It is possible for the dollar's buying power to be declining (inflation) at the same time that the value of the dollar in relation to other currencies is increasing. Students should not confuse a decline in the value of the dollar in relation to other currencies with the phenomenon of inflation.

Currency controls: Most governments attempt to control, to some extent, the fluctuations of their currencies. This can be done indirectly by influencing supply and demand and/or by attempting to fix by decree, rather than through the foreign currency market, the exchange rate for the currency. When the government fixes exchange rates, there usually exists a "parallel market" or a "black market."

Currencies: The currencies of most Communist and formerly Communist countries, which are virtually worthless outside the country, are not traded on foreign currency markets. They can only be legally obtained at an official rate, fixed by decree, inside the country.

This series of exercises will help students begin to understand the monetary system that undergirds international trade.

- Exercise A (below) demonstrates that each country has its own currency and monetary unit.
- Exercises B-D (Handout 29A) are directly related to specific aspects of currency exchange and the daily lives of people and businesses. In each case, there is an introductory paragraph and them some brief assignments for the students.
- Exercise A, Money around the World

Organize the students into small groups. Have each group examine US coins and currency and compare these to foreign coins and currency. A few examples of foreign paper currency can be obtained cheaply at a large bank (for example, a 500 sol bill from Peru will cost about $.25). Students may also be able to bring some examples of foreign currencies from home or from relatives who have lived or traveled abroad. How do the various currencies differ in size, color, markings, persons and things pictured, etc.? Students may be interested to learn that foreigners often find US money difficult to comprehend, since there are no differences in the size or color of the bills and no numerical markings of value on any of the coins. It may also intrigue students that many foreign countries have their money printed in New York City, since the technology and equipment required to print money that cannot be easily counterfeited does not exist in many of the world's less-developed countries.

Reflect the transparency of the Currency Exchange Chart. This chart shows some of the world's major currencies. It also shows that the monetary units of different countries are not of equal value. Ask the class what problems might result from the fact that the world has over 150 currencies and that each of these has a different value. When would it be necessary to exchange a sum of money for its value in another country? (Foreign travel, foreign trade, international loans, foreign investment, transfers of profits and resources within international companies, and government expenditures overseas are some examples.) From this activity, students should understand that the monetary units of different countries have different values and that often it is necessary to exchange a sum of money in one currency for its value in another currency.

Other Possible Activities

Presently available are currency converters for travelers to other areas of the world. If sufficient numbers of such converters can be obtained or borrowed, then students should be given opportunities to work on these, and, perhaps, challenge their peers to created situations in which the use of the converters is required. (This would also be good if computerized language translators could also be introduced.)

- An exciting experience would be to ask various students to start out in a different country and plan a major trip to another country very distant from them. Have them estimate the cost of such a trip given the value of the currency on any one day. A collection of "travel" sections from newspapers would help greatly to estimate costs of air travel and hotel accommodations, etc. This could also be accomplished using Internet travel access.

Activity 30
Women, Literacy and Development

Adapted from "Literacy and Development," in Global Issues for the 90s. Denver: Center for Teaching International Relations, University of Denver, 1993. pp 141-147.

Grade Level Secondary

Introduction

There are nearly one billion people in the world who are illiterate, one-fifth of the world's population. In spite of the fact that most development agencies identify women's literacy as the single most important factor in development, one out of every three women in the world cannot read and write. Illiteracy is not confined to adults; in 1986, 105 million children between the ages of 6 and 11 were not in school. This activity explores several aspects of the issue of global literacy: the gender gap; personal stories of people affected by illiteracy; and programs that work.

Teacher/Student Objective

The major goal of this activity is to assist students in understanding that women's literacy is an important factor in development in any society.

Gauging Student Understanding

The progress indicators cited reflect desirable end goals. Teachers should be prepared to use a wide variety of observational, testing and authentic achievement evaluation measures in judging the progress of students.

Through the examination of some major statements about literacy, and the role of women around the world in relation to it, students will reveal their ability to analyze statements and establish at least three hypotheses as a basis for further research.

Suggested Materials

Copies of Handout 30A, Women's Literacy: Investing in the Future.

Initial Data for Consideration and/or Process

Review with your students some basic facts of world literacy:

- There are nearly one billion illiterate people in the world, one-fifth of the world's population. During the 1980s, public expenditures on education as a percentage of GNP

declined in Sub-Saharan Africa and Southern Asia.

- As a global issue, fighting illiteracy is often given a lower priority than disease, war, or famine, which are more dramatic.
- Literacy, particularly the literacy of women, is valued as the most important factor in development.

Distribute Handout 30A, Women's Illiteracy: Investing in the Future.

Read and discuss the statements on the handout, asking the students to make conclusions about the importance of women's literacy to their families, their communities and their nation. List on the chalkboard all of the things that a literate woman in a rural village could not do for herself if she could not read and write or do simple calculations. Discuss whether or not the students agree with the Zapotec Indian woman who said that she would educate women more than men.

Have students conduct research in the library and on the Internet to test the hypotheses they formulated in the first direction.

Other Possible Activities

Attaining literacy is a major problem confronting all societies as they develop. Have students investigate the history of literacy in the United States, making note of the major advances, and charting out the statistical evidence of that growth. Special emphasis might also be given to the growth of literacy among American women.

Activity 31
Continental Connections: The Twenty-Four Hour Trip

Adapted from "Continental Connections: The Twenty-Four Hour Trip," in Intercom # 104, Moving Toward a Global Perspectives: Social Studies and Second Languages. New York: Global Perspectives in Education, Inc. 1983. pp 5-6.

Grade Level Middle School

Introduction

Many students are unaware of their connections to the rest of the world. They tend to view the United States, sometimes even their own cities or towns, as the center of the universe. The increasingly global nature of our world requires that teachers help students to understand their interconnectedness to the rest of the world.

Teacher/Student Objective

The general goal of this lesson is to decrease students' egocentricity and ethnocentricity and move them to a more global view, as well as to reinforce basic geographic knowledge.

Gauging Student Understanding

The progress indicators cited reflect desirable end goals. Teachers should be prepared to use a wide variety of observational, testing and authentic achievement evaluation measures in judging the progress of students.

By engaging in an activity involving their personal experiences and relating them to various areas around the world, the students will demonstrate their observational and analytic skills. They will learn to identify and locate specific personal contacts that have a global relationship to themselves. This development will be evident in the personal maps which the students will produce.

Suggested Materials

Sample items which can be used as illustrations to help students to clearly understand their task.
Copies of Handout 31A, World Map. (See Handout 11A).

Initial Data for Consideration and/or Process

Students will brainstorm a list of possible connections they might have to other countries. This will assist them in working on their own maps later.

Distribute Handout 31A, World Map to each student and assist them in locating one connection as an example of their assignment. Indicate clearly that each student's map will be different. It may be helpful, depending on the students' ability level, if the teacher holds up a map to show how she has plotted her own personal map.

Some of the following questions might help students to debrief their activity:

- On how many continents did you find connections to your life?
- To which parts of the world did you connect most frequently? Why do you suppose this was true?
- To which parts of the world did you have no connections at all? Why do you suppose this was true?
- Do any patterns seem to emerge from your connections?

Other Possible Activities

- A variation on this activity could involve students in looking and listening for language connections to other parts of this world. This might be done by watching television or listening to radio broadcasts, or listening to people in their neighborhood.
- Choose one product, such as an automobile or a candy bar, and "travel" to all the parts of the world that contributed parts or ingredients to those products. You could display a bulletin board showing the different parts or ingredients and connect them with string to the countries on a world map.

Activity 32
The Food We Eat: Where Did It Come From?

Adapted from "McCola World: A Global Perspective on Cheeseburgers and Colas," in Issues in Global Education. New York: The American Forum for Global Education, April 1997, No.140.

Grade Level Secondary

Introduction

Most foods were domesticated by Stone Age peoples in prehistoric times. This activity will help students to gain an understanding of the point of origin and domestication, as well as to realize the debt that we owe to our early ancestors.

Teacher/Student Objective

The major goal of this lesson is to lead students to understand that the food we eat has origins in previous times, and that some of that food was domesticated prior to being available for mass consumption.

Gauging Student Understanding

The progress indicators cited reflect desirable end goals. Teachers should be prepared to use a wide variety of observational, testing and authentic achievement evaluation measures in judging the progress of students.

In an initial brainstorming session, students will come to realize that knowledge of the food they eat, both as to origination and domestication, is a "global affair." Through research activities, they will also demonstrate their ability for identifying and carrying out research tasks associated with the topic of food origins.

Suggested Materials

A cheeseburger and a cola (or other foods) from a local fast food chain.
Copies of Handout 32A, Where Did It Come From?
A wall map of the world (or a comparable transparency).
Access to research materials: library, ready references, the Internet.

Initial Data for Consideration and/or Process

Not all ingredients have a single point of origin, e.g., salt; the origins of others are disputed, but some locations are generally accepted as their points of origin.

Have students clearly recognize the food products, and consider whether they have ever consumed either or both of the items. The majority will report that they have done so on a regular basis; others may report they have not for any one of a number of reasons: taste; religion; dietary; health or ethical considerations.

Have the students identify the components that go into the making of these products. List these components on the chalkboard or overhead. Supplement the list with whatever components the students have not recognized.

Distribute Handout 32A, Where Did It Come From? Have the students complete the first column with the information they generated as a class as to the ingredients. Brainstorm with them as to where they think the ingredient originated, and whether it is used in its original form, or whether it was domesticated. Have student pencil in their responses.

Assign groups of 2, 3 or 4 to find out when and where each product originated or was domesticated. If there are resources in the classroom (library, encyclopedia, computers) this can be an in-class activity; if not, request that students go to the library or to the media room.

Students will report back on their research. Have them complete the chart and discuss any differences with the teacher's sources (see the attached chart). Have students generalize about the interconnections of the global community as reflected in the foods we eat.

Other Possible Activities

Students could be encouraged to do the same activity with almost any food product, even those with additives and ingredients.

Activity 33
The World in Your Closet

Adapted from "The Global Economy: The Clothes in Your Closet," in New York and the World. New York: Global Perspectives in Education, Inc., 1984. pp 7 and 30-32.

Grade Level Middle School

Introduction

The growing importance of international trade in our economy is reflected in the origins of many of the everyday items we buy and consume, such as clothing. For example, most firms that produce jeans, a distinctly American product, now manufacture their product outside the US Labels telling where the garment was made actually only hint at the international background of the article. Many "Made in the USA." garments, although sewn in the US, may have been manufactured from textiles, fibers, and/or raw materials produced abroad.

With the growth of international trade comes growing international economic interdependence. Some people find danger in increasing dependence on foreign countries; others find encouraging possibilities such as expanded world production and greater hope for world peace and cooperation.

Teacher/Student Objective

The overall objective for this lesson is to focus on the significance of the interdependent nature of international trade, using clothing as an example. Students should also come to understand that there are pluses and minuses to such trade. Discussion of the role of trade agreements such as NAFTA is integral to the topic.

Gauging Student Understanding

The progress indicators cited reflect desirable end goals. Teachers should be prepared to use a wide variety of observational, testing and authentic achievement evaluation measures in judging the progress of students.

By having students make a survey of his/her clothing and identify at least ten items made in other countries abroad, students are encouraged to become aware of the global nature of the clothing they wear. They will gain an initial realization that such items are a part of international trade.

By associating each of their items of "international" clothing with a specific country and locating that country on a map of the world, the students will not only reinforce their knowledge of geography, but will recognize the specific areas of the world from which most of their items of

clothing are derived. They will begin to generalize about clothing sources and the nature of the manufacturing relationship to the US companies. Students will also become conscious of the nature of and the debate about, "outsourcing" (US companies going to other countries for manufacturing because of (1) location of raw material; (2) cheap labor; and (3) reduced transportation costs) and the nature of "balance of trade." By encouraging the class to develop a composite map of all countries that manufactured clothing of members of the class, you will reinforce the lesson.

At the end of the lesson, students should be able to generalize about and analogize with other common daily items in terms of their origin, manufacture and the implications for international trade.

Suggested Materials

Copies of Handout 33A, Data Chart.

Initial Data for Consideration and/or Process

Nylon, acrylic, polyester and spandex, etc., are synthetic fibers made from coal or petroleum. The chief producers of petroleum are Saudi Arabia, the US, Russia, Iran and Venezuela. Rayon and acetate are cellulose fibers. They are made from cellulose, the chief commercial sources of which are cotton and wood pulp.

Distribute Handout 33A, Data Chart, on which students can record the following. Ask them to find at least ten items of their clothing that were made outside the US Use the clothing labels to identify where the garment was made and from what fibers it was made. Since there is no way of knowing from exactly what country the raw material for the fibers came, research the most likely place it might be found (e.g., cotton-India).

The teacher should invite discussion about the results of the student surveys. Students should see their clothing as the result of a global production system. Stimulating questions might include the following:

- What countries were involved in manufacturing clothing for this class? What countries may have been involved in the production of the raw materials for the fibers used to make clothing for this class?
- What are some reasons that your clothing comes from many countries? Why isn't it all produced entirely in the US? What are some benefits of getting clothing from other countries? Some problems?

Other Possible Activities

- Surveys of items besides clothing can be conducted to find out where they were manufactured. Items within the school that could be surveyed include sports equipment,

office equipment, footwear, food products, etc. Such a survey can reinforce student conceptions of the importance and the extent of international trade in their daily lives.

- The growing importance of international trade in consumer goods can be illustrated by the increasing imports of automobiles into the US An individual student or a group of students may want to survey automobile advertisements in magazines, looking for cars manufactured abroad or by a foreign-owned company in the US What percentage of the automobile advertisements is for foreign cars? This could be compared with a survey of automobile advertising in magazines from 20 years ago. The students can report to the class, giving survey results and showing examples of the advertisements.

Activity 34
Speaking with Our Bodies

Adapted from "We All Speak The Same Language-Body Language That Is!" in Communication, Number Three in a Series of K-12 Guides. New York: Center for Global Perspectives, 1976. pp 22-24

Grade Level Middle School

Introduction

Using gestures or " body language" is a universal way that humans communicate. Whatever the culture base, human emotions have a way of being translated by facial expressions and body mannerisms. Frequently the same, or similar, gestures are the same across cultures. Such expressions connect us with one another.

Teacher/Student Objective

The goal of this activity is to make students aware of the use of the face and body as expressive of emotion in a variety of situations, and to have them recognize that such expressions are universal in nature.

Gauging Student Understanding

The progress indicators cited reflect desirable end goals. Teachers should be prepared to use a wide variety of observational, testing and authentic achievement evaluation measures in judging the progress of students.

Through mime and self-constructed images, students will display their recognition of certain emotions as reflected in the faces, hand gestures, and through the body motions of their peers. They will reach this understanding by observing both real people and visual representations how those same emotions might be represented in other cultures.

Suggested Materials

Mirrors.
Makeup (optional, but adds great appeal to younger children).
Larger paper grocery bags, or cut out construction paper in the general shape of a face; crayons or color pencils; if masks are readily available, a variety would be advantageous.
Pictures, translated to overhead transparencies, of peoples of various cultures showing various emotions, gestures, and movements.

Initial Data for Consideration and/or Process

Inform the students that they are going to "talk" without words, but will be expressing emotions and feelings by using their faces, hands, and bodies to show what they wish to say. Begin with a charades type of example: ask them to tell you what kind of emotion/feeling you are expressing. Ask the students to share why they identified the expression for what it was. Discuss with them other ways in which people's faces reflect what they are feeling. Introduce the mirrors into the lesson (one to each of the small groups into which you have divided them). Give them an opportunity to express feelings such as "excited," "bored," "angry," "restless," and "resentful" while another student holds the mirror up to the one "acting." Is there general agreement about the characteristics represented by the individual's expression-what exceptions? Provide students with a cut out blank "face" and have each draw a specific emotion. Use the drawings as a basis for discussion.

Explain to the class what "pantomime" means, and then instruct individual students, singly or in pairs to act out certain announced emotional responses using facial expressions and body language. Have the remainder of class analyze the performances and discuss how these might be interpreted by outside participants or people from other countries.

Project the images of a variety of people from around the world-each may reflect a specific emotion or expression. Have students describe these as indicators of facial or body language. Ask them to compare and contrast these images with the responses which expressed their own emotions or feelings.

Other Possible Activities

- Lead students to reflect on the evidence of emotion found on the faces of clowns. Using makeup, give students the opportunity of "painting" another's face with one of the expressions.
- Encourage students to scan magazines and newspapers for pictures of people expressing various emotions/feelings through facial or body language.

Activity 2, Land-Mines: The Art of Modern Warfare

Land-Mine Fact Sheet   Handout 2A

Primary Source: United Nations Mine Clearance and Policy Unit, Department of Humanitarian Affairs, September 1997.

1. Land-Mines are cheap weapons which are planted in the ground during wartime, or times of conflict, often on roads or in fields (agricultural or other), and explode upon contact. They are either intended to stop and destroy tanks or other vehicles (anti-tank), or to kill or maim people (anti-personnel mines which can be made cheaply at $3 to $30 each.). While initially introduced for use against armies, the greatest threat is to civilians, especially after a conflict has ended. Land-mine usage has dramatically increased over the past 20 years, capitalizing on its potential as a weapon to terrorize civilians. Mines are used to deny access to or usage of farmlands, irrigation channels, roads, waterways and public utilities.

2. Mines may be laid by hand or "seeded" from an aircraft or by artillery. Once the mines have been activated they become extremely dangerous. Mines are often buried or hidden so as not to be detected and may be laid in regular patterns around a village, along a road, on bridges, near single trees or along river banks. They may also be laid at random, and due to weather conditions, may move. Many mines are light enough to float. After heavy rains they can be found in different and unexpected areas. Mines continue to be dangerous even if they have been in the ground a long time. As time goes by, they may explode more easily as they become corroded or fragile.

3. It is estimated that more than 110 million active mines are scattered in 68 countries with an equal number stockpiled around the world waiting to be planted. While scattered in all areas where conflict exists or once existed, the majority of these hidden devices are to be found in less developed countries such as Afghanistan, Cambodia, China, Egypt, Iran, Iraq, Sudan and Vietnam.

4. Every month, over 2,000 people are killed or maimed by mine explosions. Most of the casualties are civilians who are killed or injured after hostilities have ended; they were killed or injured trying to reestablish their livelihood in or near the lands that were previously been their source of income and well-being. Land-mine victims need blood transfusions twice as often as people injured by bullets or fragments. The number of units of blood to operate on patients with mine injuries is between 2 and 6 times greater

Activity 1, How Do We Analyze A Global Issue?

Global Issues Analysis Model Handout 1A

Issue :____

1. **Define the Problem**

   List facts to prove that there is a problem.
   Organize your facts in a logical sequence.

2. **Causes**

   List and briefly explain the causes of the problem.

3. **Perspectives**

   How do different groups or nations view the issue?

4. **Successful Programs**

   What strategies have been successful in dealing with the issue?

5. **Global/National/Local**

   How does this issue affect us at the global, national and local levels?

6. **Think Globally, Act Locally**

   List ideas for action and/or organizations with which you can participate in an effort to deal with the issue.

than that needed by other war casualties. Surgical care and the fitting of an orthopedic appliance cost about $3,000 per amputee in developing countries. This means a total expenditure of $750 million for the 250,000 amputees registered worldwide by the United Nations.

5. The cost to remove all 110 million active mines is estimated at approximately $33 billion. Many experts believe that under current conditions it would take more than 1,100 years to clear the entire world of mines provided that no additional mines are planted. For every mine cleared, 20 are laid. In 1994, approximately 100,000 were removed, while an additional 2 million were planted. The cost to the international community of neutralizing them ranges from $300 to $1,000. Manual mine clearance is extremely dangerous. Accidents occur at a rate of one every 1-2,000 mines destroyed.

6. Children are especially vulnerable to land-mines because of their curiosity and love of play. Children often cannot read the warning signs about mined fields. The mines are difficult to see, especially from a child's vantage point. Children often believe these metal object are play toys. Because of their small size, children are often most unable to withstand injury and blood loss if they are hurt in a land-mine explosion. Programs such as the Land-Mines Education Project, of the Save the Children Alliance, established first in Kabul, Afghanistan, attempt to provide children and young adults with specific information about the nature of land-mines, what they look like and what to do if one is seen. A series of activities and games is designed to help children learn the most common shapes, sizes and colors of land-mines. They learn to recognize danger signs and avoid the most dangerous areas and behaviors, and to test their decision-making skills.

7. Buried land-mines can remain active for over 50 years. The threat they pose thus lingers long after hostilities have ceased. Mines maim and kill tens of thousands of people each year, most of them women and children. In addition to inflicting physical and psychological damage on civilians, land-mines disrupt social services, threaten food security by preventing thousands of hectares of productive land from being farmed, and hinder the return and resettlement of refugees and displaced persons. Sometimes mines are placed in farmer's fields. Arable (agricultural) land becomes dangerously unuseable. As more agricultural land is taken out of production, regions which were once self-sufficient are now dependent upon outside sources for their food. In one part of African Angola alone, land-mines have reduced food production by more than 25%. In Mozambique, also in Africa, the drought and the mining of arable land and the road system have had a serious impact. In other countries, the mining of irrigation systems and water-delivery plants makes farming mine-infested fields impossible. Delivery and distribution of relief assistance for emergency situations are affected when mines prevent or slow down provision of relief supplies. This increases the incidence of hunger and starvation among isolated populations.

8. The only effective way to stop trade in mines is to halt production. Where do these

mines come from? The question is not so easy to answer. The trade in mines, like all aspects of the arms trade, is cloaked in secrecy. More than 50 countries are thought to produce between 500,000 and one million mines each year. Of these countries, 35 are known exporters (including the United States, and other major industrialized nations.) Increasingly, the less developed, poorer nations are producing mines locally and regionally. Currently several hundred types of mines are in production by approximately 100 companies worldwide. The exact numbers cannot be determined because simple devices are easily produced without being registered, licensed or declared; even sophisticated mines can be copied and produced in secret. When the export of mines from one country to another is banned, producers often deal through intermediaries to get around the laws.

9. Manual mine clearance is extremely dangerous-currently accidents occur at a rate of one every 1-2,000 mines destroyed. Though new technology is vital to improving mine clearance, there has been little research with few advances since 1942. This is true because mine accidents get little public notice and rarely happen in developed countries. Presently, mines are detected individually by prodding-either with metal detectors or some type of automated or robotic device-or by sniffer dogs.

10. Prodding is slow, confusing and dangerous, especially when the mines are laid in hard-packed or stony soil or when they are fitted with anti-disturbance fuses. Metal detection works well with metal-cased mines, but metal in modern mines has been increasingly replaced by plastic. New mines will soon be undetectable by their metallic content. Dogs can detect the vapor coming from the explosive filling of mines, but they are temperamental, require long training and tire quickly. Dogs have been involved in the clearance of mines in Afghanistan since 1989. Dogs are not the answer to all de-mining problems, but they are useful in a well-balanced approach to de-mining. They are more than just man's best friend. They are lifesavers.

11. President Bill Clinton announced a major US policy decision to send a delegation to the Oslo meeting in September, 1997. The Clinton Administration has been accused by critics at home and abroad of dragging its feet on the land-mines ban. US officials in Washington predicted tough negotiations as the Administration insists on an exception for the Korean peninsula, where 37,000 troops in South Korea face the threat of a possible invasion from Communist North Korea. It also wants to delay a ban on "smart land-mines, which self-destruct after a set time period, until it has developed alternative weapons. The efforts toward disarmament (to include a ban on land-mines) have been hamstrung by disputes between the five known nuclear powers states (Britain, China, France, Russia and the United States) and developing countries over priorities. The major powers have refused a demand by developing countries, led by India, to launch wider talks aimed at the total elimination of nuclear weapons. As of this date, no agreement has been reached-in spite of continued casualties and the backing of such distinguished groups as the United Nations, Vietnam Veterans and the International Red Cross. A Voluntary Trust Fund has also been established to receive voluntary

contributions. While this fund can generate only meager funds, it is vivid testimony to the potential power of individual involvement in a global issue.

12. Mr. Kofi Annan, Secretary-General of the United Nations says:"The use of a weapon whose victims are overwhelmingly women and children is fundamentally immoral." Under his leadership, the United Nations has called for a total ban on the use, stockpiling, production and transfer of land-mines.

Activity 5, Establishing the New Nation

The Five-Year Development Plan Handout 5A

You are a government official in charge of designing a Five-Year Development Plan for your new nation.

Your Nation

Your nation (give it a name!) is located somewhere in the Southern Hemisphere and is, by general agreement, a technologically underdeveloped area. The majority of your people are engaged in producing an agricultural product that is processed and sold outside of your nation. The remainder of your people are subsistence farmers, small scale fishermen or craftsmen producing wood and leather products for your small tourist trade.

At one time your nation was governed by a European colonial power. Your political system, education system, and to some degree, your present cultural patterns, all reflect this fact. The majority of your people are illiterate, although a few have received their education overseas. Most adults speak the language of the colonial power that once ruled your country in addition to one of the three languages native to your people. Your nation's elementary and secondary schools can only accommodate less than half of the children. You have one, small four-year college that is mainly concerned with preparing teachers for the schools.

Your nation has significant mineral resources, but they are almost totally undeveloped. You do have several potentially useful seaports, but as with your road and rail systems, they are only partially developed at the present time. Ideologically, you have been neutral for years and have received limited foreign military and technical assistance from all major industrial nations. The present government seems reasonably stable, but is shaky because of its newness to governing. Your borders touch upon several other nations, two of which are extremely unstable and have experienced military takeovers during the past year.

Allocation Plan

You have been instructed to prepare an allocation plan for your nation's well being and progress. Given the preceding description of your nation, this plan will deal with the major areas of the national concern.

You will act in a double capacity. First, as an individual preparing to meet with your

government colleagues, you will consider the problems described in the Five-Year Plan and make an allocation (equaling 100%, and not to exceed 25% in any one of the categories) of the nation's resources to the various categories given. (See the chart following.)

Secondly, when you and your team colleagues have completed individual allocations, you will meet as a team, and discuss all personal allocations.

Through the process of negotiation arrive at a composite list of allocations that all members of the team are willing to support.

Finally, each team will prepare a brief, written report that lists your team allocation percentages, and at least two reasons for each choice.

Allocation Chart for the New Nation

	Your PERSONAL Allocation	Your TEAM'S Allocation
1. Agriculture	____________	____________
2. Communications	____________	____________
3. Consumer Goods	____________	____________
4. Agriculture	____________	____________
5. Education	____________	____________
6. Foreign Trade Facilities (docks, ports, etc.)	____________	____________
7. Health Care	____________	____________
8. Industry	____________	____________
9. National Defense	____________	____________
10. Population Control	____________	____________
11. Transportation roads, airports, etc.)	____________	____________

Activity 7, World Issues: Whose Side Are We/They On?

Opposing Views Handout 7A

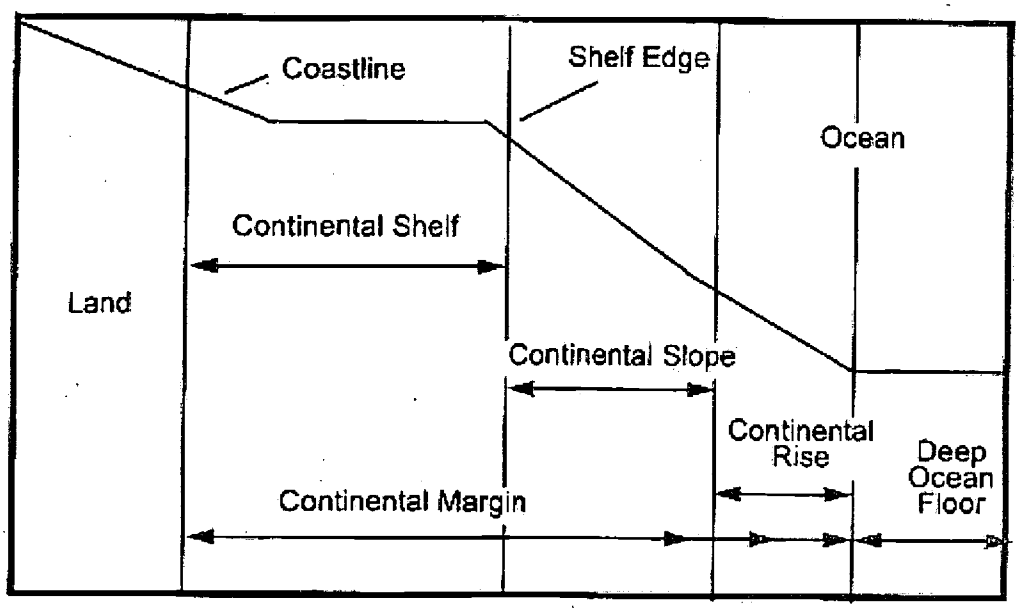
Past, present or potential nations or groups holding opposing views on one or more issues:

1. Iraq and Iran
2. Iraq and the United Nations
3. Canada and the United States
4. China and the United States
5. Mexico and the United States
6. India and Pakistan
7. Catholics and Protestants in Northern Ireland
8. Hutus and Tutsis in central African nations
9. Serbs and Muslims in Bosnia
10. Israel and the PLO
11. Israel and other Arab neighbors
12. Nuclear vs. Non-nuclear nations
13. Oil exporting and oil importing nations
14. Turkey and the Kurds
15. North and South Korea
16. United States and Japan
17. Other currently prominent issues...

Activity 8, The Sensible Use of the Shared Seas

Diagram of the Seabed and the Ocean Floor Data

Handout 8A



Familiarize yourself with the diagram of the seabed and the ocean floor (above) and with the data that follows.

- Are all parts of the ocean equally valuable?
- Locate the areas where the different resources are concentrated.
- What are some of the potential conflicts?

NOTE: Miles in this handout refers to nautical miles. A nautical mile is 1.85 kilometers or 1.15 land miles. Nautical miles are the international standard for measuring distances at sea; for example, a ship's speed is measured in knots (nautical miiles per hour).

- The continental shelf may be as wide as 700 miles off Siberia, Alaska, and Argentina, and as narrow as a few miles off Peru. The average width is about 40 miles.

- The continental margins may have as much as 40 percent of the world reserves of oil and ?????????
- Most fish are taken within 50 miles of shore, and almost all within 200 miles. The ocean supplies 13 percent of the world's animal protein consumption, but fish catches have fallen drastically in recent years. Fishermen have successfully used sophisticated equipment to increase their catches. As a result, however, the remaining fish are insufficient in number to replenish the stock. Overfishing is believed to have contributed to the drop in the fish catch in many parts of the world.
- Lying on the sea floor, mostly beyond 200 miles off shore and the continental margins, are great quantities of manganese nodules. These hold a number of metals that are becoming increasingly scarce-primarily nickel (used in making stainless steel), copper and cobalt. Harvesting these nodules from the sea may eventually be cheaper than mining them from land.
- Private and governmental groups have already made major investments to prepare to begin ocean mining. Involved are American, Canadian, French, German, and Japanese concerns.
- With increasing shortages of food, oil and minerals, countries are claiming more rights over the sea off their shores. A few nations, including Peru and Ecuador, claim territorial jurisdiction out to 200 miles of coastal seas. But other countries claim only economic control out to 200 miles. (This is an important difference. Economic control gives a nation the right to all the fish and mineral wealth within those limits. Territorial jurisdiction in effect extends the boundaries of a nation's property. All military, navigational and economic rights on land would extend to this ocean territorial boundary. Economic rights would not cover military or navigational control.)
- If countries have territorial jurisdiction beyond three miles, there is a serious problem for the great naval powers, since there would be a threat to free transit through straits. If Spain were to have a 12-mile sea limit, for example, it could theoretically control the entrance to the Mediterranean Sea which, at Gibraltar, is less than 10 miles wide. Under the long standing principle of innocent passage, merchant ships can pass through straits even when they lie within the territorial jurisdiction of another nation. However, warships, submarines, and planes are not considered "innocent," and their passage could legally be blocked or restricted by the nation(s) with territorial jurisdiction over a strait. Thus, the great naval powers, such as the United States, are opposed to any extension of jurisdiction which could restrict the passage of their ships and planes through important straits.
- Some countries, like the Philippines and Indonesia, claim a 12-mile jurisdiction beyond the outermost islands of their archipelago grouping, thus enabling them to enclose huge areas of ocean within their territorial waters. Look at a map of the world or a portion of the world such as Southeast Asia. If you shaded in a 200-mile territorial extension of each country, what situations would you see occurring?
- Many of the nations of the world believe the oceans are the common heritage of mankind.
- Most of the poorest countries want an international agency to mine the mineral resources of the seabed and share the profits among nations. Burkina Faso, Mali, Botswana, Chad,

Afghanistan and Nepal are among the poorest nations of the world. Look at a map. What do these countries have in common? How does lack of access impede the commerce and economic growth of these nations? How does this help explain their position?

Activity 8B, The Sensible Use of the Shared Seas

Country Profiles Handout 8B

The Sea of Plenty is becoming badly polluted. Some scientists predict that living resources (fish, etc.) are diminishing, and that there will be almost no edible fish and shellfish within 25 years if present trends continue. An international conference has been called by nations surrounding the Sea of Plenty to consider adopting agreements for resolving their conflicting claims to territorial limits, rights of passage and exploitation of the deep sea beyond the continental shelves, etc. Read the profiles of all the countries, not just your own.

Anchovia

Per capita GNP $1,000. Twelve-mile territorial limit. Now claims a 200-mile economic zone, that is, the right to all living and nonliving resources. Insists on right of territorial control with Bushland over the Dire Straits. Concerned about oil spills from drilling around the Sea of Plenty and from the giant tankers from Oceana. The breakup of a smaller tanker caused millions of dollars damage to beaches and wild life. Fishing, especially of anchovies, is Anchovia's major industry, and the catch is diminishing each year. It is also concerned about the depletion of salmon, which spawn up the Salmon River. Oceana's trawlers take huge catches, often within Anchovia's 200-mile limit, which Oceana insists is legal. Anchovia demands a share of profits from exploitation of deep seabed mineral resources, and it also wants an international agency to license manganese nodule exploitation.

Outland

Per capita GNP $150. The country is landlocked. Outland's people once controlled all of Petrolia and deeply resent not having any share in the great wealth coming to Petrolia from oil. Outland insists on a corridor to the sea and that all resources beyond a 12-mile limit belong to all mankind and should be placed under the jurisdiction of a world-wide organization.

Bushland

Per capita GNP $200. Twelve-mile territorial limit. Two hundred-mile economic zone. A poor, largely agricultural country. Fishing is a major source of protein for its ill-fed people. But the annual catch is declining, and this is blamed on Oceana's mass production fishing with advanced technology. Rich oil deposits have been discovered 125 miles off Bushland's southern coast.

But these deposits are located on Petrolia's continental shelf. Petrolia is also drilling there for oil. Bushland wants a percentage of profits from manganese nodules, with their exploitation controlled by an international agency.

Lockland

Per capita GNP $100. The country is landlocked. A poor country desperately attempting to find the capital for economic development, Lockland insists on establishing an international agency that will exploit all nonliving resources beyond the 12-mile limit, with the profits going to all nations. "Such resources are the common heritage of all mankind," declared Lockland's president.

Petrolia

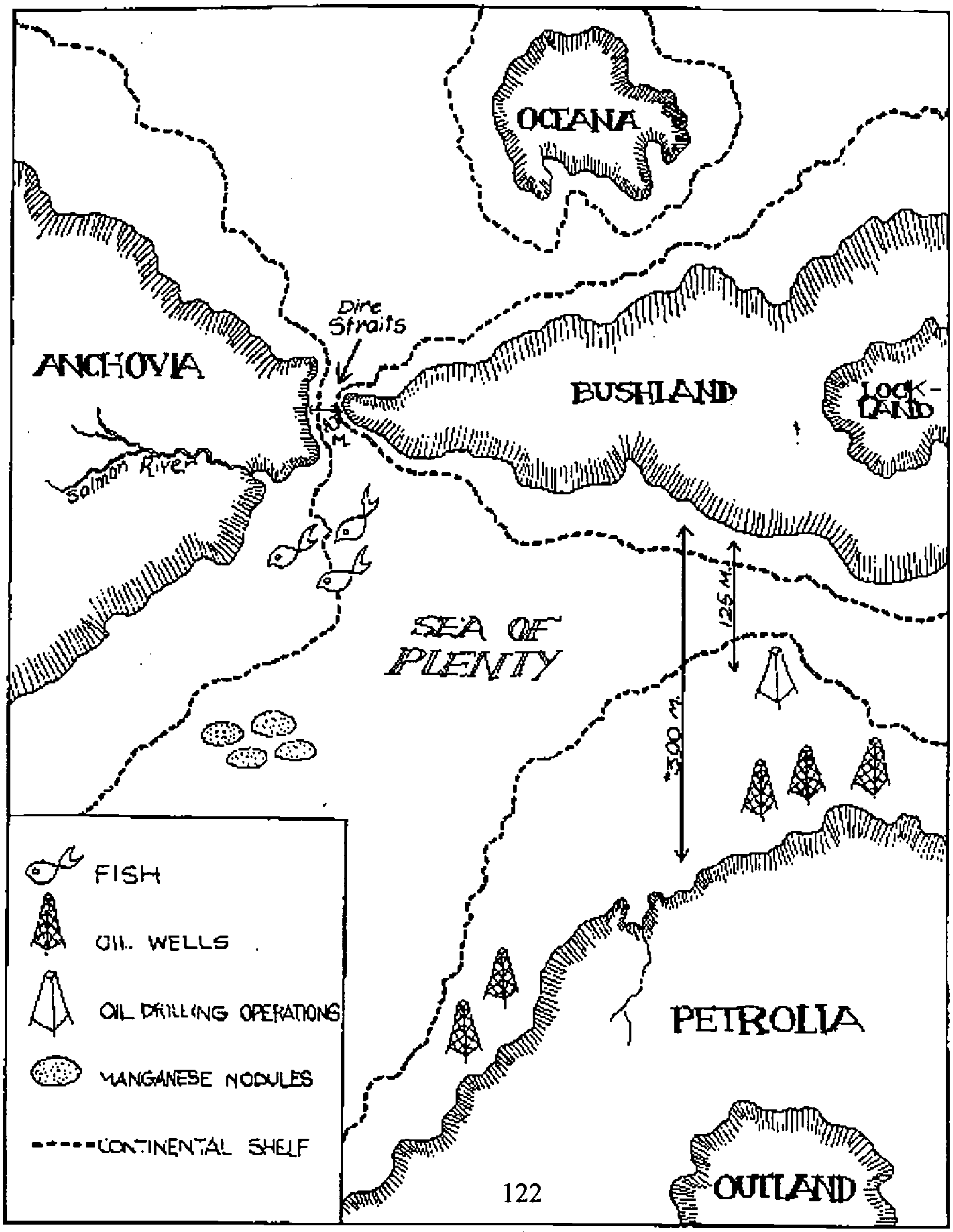
Per capita GNP $4,500. Three-mile limit. Two hundred-mile economic zone. An oil-rich country that is rapidly becoming a major industrial power. Its oil had previously been carried on Oceana's tankers, but now Petrolia is building its own naval fleet. It is insisting upon a three-mile territorial limit to insure free transit or noninterference from Bushland and Anchovia for Petrolian military vessels through the Dire Straits. Petrolia soon will have the technology to take manganese nodules from the deep seabed in the Sea of Plenty. It is therefore opposed to economic zones of 200 miles, which would prevent access to nodules within 200 miles off Anchovia, and does not want interference from an international-controlling agency.

Oceana

Per capita GNP $5,000. Three-mile territorial limit. Twelve-mile fishing limit. Economic zone on continental shelf to depth of 200 meters. Oceana is a highly developed industrial and military power. Its ships roam the world and fish with the most advanced technology in the Sea of Plenty, especially off Anchovia's Great Banks and Bushland's shores. Its giant tankers regularly bring vital oil from Petrolia through the Dire Straits to keep Oceana's industries rolling. It maintains a naval fleet, including nuclear submarines, in the Sea of Plenty. Free transit through the Dire Straits is essential for Oceana. It is already beginning to take manganese from the seabed at depths of two miles and more, and opposes any effort to control its activities.

Activity 8, The Sensible Use of the Shared Seas

Map of the Sea of Plenty Handout 8C



Activity 9, Brazil: National Progress or World Disaster?

A Case Study of People, Progress and the Environment

Handout 9A

Breno Augusto dos Santos, a geologist, was making a helicopter survey of a portion of Brazil's vast Amazon region. In the midst of the largely uncharted jungle, he spotted two partially bare mountain ranges-even from the air he could see the rust-brown color, which made his heart leap. He landed to take samples, but that was only a formality. He knew he had discovered a huge deposit of iron ore.

Breno's discovery became more important than just iron ore-though it may prove to be the largest single deposit in the world. Eight years of research and testing have led to an estimate of 17 billion tons of ore in the two ranges-enough to fill world iron needs for up to 300 years. It was the first of many discoveries that led to an opening of the great Amazon frontier. Bauxite (aluminum ore), copper, nickel and dozens of other metals necessary for industry have been found and are being developed. Banks and corporations from all over the world eagerly supplied the backing for this development. Forest products, the potential for oil, and the building of hydroelectric power plants were additional lures to further exploitation of these resources.

Getting at these treasures was not easy and continues to present challenges. New farms, towns, and cities were needed almost immediately to feed, house and service all the workers involved in the projects. Roads and railroads were carved out of one of the most uncooperative environments in the world. Steaming jungles, where rainfall may exceed 100 inches a year, are crisscrossed with treacherous rivers. The great iron ore deposits are in mountain ranges that rise 3,000 feet above the jungle floor; the new roads made the inaccessible readily available.

These obstacles, like the tremendous amounts of money, equipment, and labor needed, were and will continue to be overcome. The stakes are worth every risk. As one American maintenance supervisor said of the initial discoveries: "We've had geologists and mining engineers here from all over the world. None of them can believe it. It's just too damned fabulous to be true." But true it was, and this truth has provided for the continuous debate over the advisability of the economic progress that has been occurring. The question remains: is this progress?

The burst of activity in this area 2/3 the size of Canada has had, and will continue to have, an enormous environmental impact, one the indigenous peoples of the region have already felt. Unprotected from many diseases previously unknown in the region, thousands have died. The number of Indian groups has already dropped dramatically. When the first Portugese explorers arrived in Brazil, there were 1-5 million indigenous people. Today, 200,000 indigenous people live in the Amazon region. A national organization is making a strong effort to ease the situation by relocating some of these people so that they may maintain their traditional lifestyles. The chances are that life for these scattered bands will never again be the same.

No one yet knows what impact economic development will have on the environmental balances within the Amazon region. A Brazilian official has warned that these projects require "large doses of scientific humility, since we must recognize our virtually total ignorance about the Amazonian forest and concentrate efforts to reduce that ignorance through programs and projects of objective research." One effect that has caused many scientists to initiate major studies is the impact that the loss of major rainforest vegetation will have on the general climatic factors governing the world's oxygen supply, and its related effect on what is now being called "global warming." These factors have, over the past ten years, brought into existence several major scientific conferences to examine and debate the potential effects on the global environment. What might have been considered a matter of "national economic progress" for Brazil and its people, has become a debate over the potential "disaster" for all the people of the world.

Activity 10, Myths of Hunger

Myths of Hunger — Handout 10A

Listed below are five "myths" about world hunger. Each of the myths represents a misunderstanding or oversimplification of the hunger issue, according to Frances Moore Lappe and Joseph Collins in their book, World Hunger: Twelve Myths. After the myths, is a list of specific statements. Decide which statements from the list could be used to contradict each myth and write them in the spaces below that myth. (There will be three statements per myth.)

Myth #1: There is not enough food and not enough land.

____

____

____

Myth #2: There are too many people to feed.

____

____

____

Myth #3: Producing more food will mean less hunger in developing countries.

____

____

____

Myth #4: Hunger is a contest between rich countries and poor countries.

Myth #5: Hunger can be solved by redistributing the food to the hungry.

Statements:

- A poor farming family considers children a source of labor in the fields and social security for their parents' old age.
- In spite of technological advances such as irrigation projects, new improved seeds, and machinery the poor farmer is not much better off. There is enough grain to provide everyone in the world an adequate diet (3000 calories/day).
- Food aid is only a temporary solution.
- The issue of hunger is not a competition between developed and developing countries.
- Consumers and farmers in both rich and poor countries suffer from high food prices and the expanding role of large corporations in food production.
- Poor farmers in developing countries need to be given an active role in decisions about the land and the type of crops to be grown.
- Land which could be used to grow food for the population of a developing country has been converted to cash crops by large landowners.
- When families are able to have food, security and good health care, many will choose to have fewer children.

- Overpopulation is not the cause of hunger; hunger is one of the causes of overpopulation.
- In 1991, the UN Food and Agricultural Organization reported a record world production of staple foods.
- The problem is not the supply of food; it is unequal distribution of food.
- Sending food aid creates dependency and fosters paternalistic attitudes.
- Large multinational food corporations control much of the world's food trade.
- The modem methods require more investment, something only rich landowners can afford.

Activity 11, The Tobacco Habit: Marketing and Morality

Activity 25, Your Community and the World

Activity 31, Continental Connections: The Twenty-Four Hour Trip

World Map — Handout 11A

Activity 11, The Tobacco Habit: Marketing and Morality

Asia Going Up in Smoke　　　　Handout 11B

Laws banning smoking in public places. Tougher restrictions on advertising-especially advertising aimed at children. Lawsuits asking millions of dollars in damages. Leaks of documents showing the tobacco companies knew of smoking's harmful effects while denying those effects publicly. These are just some of the problems facing tobacco companies in the United States in recent years.

Are the giant multinational tobacco companies in financial danger? Probably not, because cigarette use is growing in Asia, Africa, Latin America, Eastern Europe, and in the former Soviet Union. In Asia alone, the world Health Organization estimated at the beginning of the 1990s that smoking would increase by one-third during the decade.

The Asian Market

In many Asian countries, smoking is fashionable. And, Asian smokers seem to be susceptible to glitzy advertising campaigns. Smoking American or European cigarettes is seen as "cool." According to The New York Times article (Shenon, 1994), "No gift is more appreciated in Vietnam than British-made '555' cigarettes. In China, the choice is Marlboro. Among the gentry of Thailand, it is Dunhill." Rates of smoking are extremely high among Asian men-60 percent in Japan and China, for examples, and a whopping 73 percent in Vietnam (Pollack, 1997).

While some Asian governments have followed the lead of Western nations and banned tobacco advertising on television and radio, the tobacco companies find ways to get their message to the people-at sporting events, for example, or through clothing that sports cigarette logos. In Japan, the tobacco industry-the Japanese company which has a monopoly in local production of cigarettes and four multinational tobacco companies-has voluntarily developed new, tough advertising standards effective April 1, 1998. These standards are designed to control smoking by young people (Trends in Japan, 1998). In strict Singapore, anti-smoking laws, such as laws against selling cigarettes to minors, carry heavy penalties. Such laws indicate that anti-smoking attitudes of Western countries are finding their way to some Asian countries.

China is an especially attractive market to the multinationals because it has a huge population (1.2 billion people) and a growing economy. The number of smokers in China is greater than the

population of the United States (Shenon, 1994). Other market groups targeted by the tobacco companies are Asian women and young people. While adult males have been the most common smokers in Asia, advertising aimed particularly at women and young people seeks to change that. Increasing numbers of Asian women see smoking as a sign of their liberation (Pollack, 1997). In Vietnam, the number has reached as high as 34 percent of women, although 10 percent or less are more common figures across Asia.

The multinational tobacco companies say that they are not trying to get nonsmokers in Asia to start smoking. Instead, they say, they are trying to get Asian people who already smoke to change brands. The evidence suggests otherwise, however. In Hong Kong, very few women smoke. Thus, if companies are not interested in creating new smokers, Hong Kong would not appear to be a good market for a cigarette brand aimed at women.

Yet Philip Morris introduced their Virginia Slims brand aimed specifically at women in Hong Kong a few years ago (Shannon, 1994).

Under the Bush Administration particularly, the US government pushed for agreements that allow free trade in cigarettes, thus ensuring that Asian countries would be open markets for American-based tobacco companies. The 1993 annual report of R. J. Reynolds Tobacco claimed that "Today, Reynolds has access to 90 percent of the world's markets, a decade ago, only 40 percent." Clearly, trade negotiators' efforts to support the American tobacco industry have been successful.

Health Effects

Physicians and scientists are concerned about how increased smoking will affect the health of the Asian people. One scientist estimates that "because of increasing tobacco consumption in Asia, the annual worldwide death toll from tobacco-related illnesses will more than triple over the next two or three decades, from about 3 million a year to 10 million a year, a fifth of them in China. His calculations suggest that 50 million Chinese children alive today will eventually die from diseases linked to cigarette smoking." (Shenon, 1994).

The Japanese Ministry of Health included in its White Paper for 1997 a section linking smoking and lung cancer; it also discussed the dangers of passive smoke. This marked the first time a section on smoking appeared in the Ministry's annual report (Trends in Japan, 1998). In previous years, the ministry had tried to include such a section but had been overruled by the more powerful Ministry of Finance, which represents the interests of the tobacco industry (note that the Japanese government owns a major share of Japan Tobacco). (Pollack, 1997).

References

Pollack, Andres, "Overseas, Smoking is One of Life's Small Pleasures, "New York Times, (August 17, 1997) Shenon, Philip, "Asia's Having One Huge Nicotine Fit," New York Times, (May 15, 1994 pp. 1, 16-17) "Trends in Japan: Cigarette Ads," Japan Now (January 1998), p.6

Activity 12, Transnational Pollution: Why Are You Dumping on Me?

A Case Study — Handout 12A

A loud explosion pierced the early morning stillness in Passau, Germany, on July 24, 1996. Pier 2 of the Meinhold Chemical Company became lost in a dark cloud of toxic fumes spewing from a storage area containing over 10,000 tons of industrial waste. The small group of Meinhold firefighters were quickly driven back by the intense heat and the danger of the exploding barrels. The barrels contained lead, zinc, copper, beryllium, cadmium and other industrial waste from manufacturing plants throughout Europe.

From the bridge of the passing Rumanian oil barge, Captain Nikolai Donescu scanned the burning pier and quickly ordered that an emergency radio message be sent. As the exploding barrels became dangerous projectiles arcing through the night sky toward the sailors of the Danube Trader, Captain Donescu had a terrible feeling when he realized that a massive amount of highly toxic industrial waste could permanently damage the Danube River, especially at such a vital point in the river. The Danube River really flexes its muscle around the Passau region, then it leaves Germany, flows through Austria, Czechoslovakia, Hungary, Serbia, Bulgaria, and Rumania.

Pier 2 of the Meinhold Chemical Storage Company continued to burn, even after twelve hours of intensive fire fighting. It took the firefighters over two days to fully contain the fire. By the time the fire was tamed, Pier 2 was dotted with the charred remains of the storage containers formerly used to store 10,000 tons of industrial waste. The thousands of gallons of water and fire retardant liquids sprayed on the blaze washed into the Danube carrying the industrial waste into the river and downstream to Austria.

The morning after the fire started, the German Government issued the following report: We regret to inform the Danube nations, Austria, Czechoslovakia, Hungary, Serbia, Bulgaria, and Rumania that at 2:10 this morning a fire started in Passau, Germany, on Pier 2 of the Meinhold Chemical Company. This pier is used for storage of industrial waste including lead, zinc, copper, beryllium, cadmium and numerous other by-products of heavy and light industry. It appears that a massive amount-around 10,000 tons-of these waste materials could end up in the Danube. We pledge to keep our downstream neighbors fully informed as we investigate the matter.

Two weeks after the fire, the German government issued this somber report: We are extremely saddened to inform the eight Danube nations that, as a result of the July 24 fire on Pier 2 of the Meinhold Chemical Company, the Danube River from Passau, Germany, to Budapest, Hungary, appears to be biologically comatose, as it has lost approximately 85 percent of all aquatic life, and 60 percent of bird life. From Budapest, Hungary, to Silistra, Bulgaria, the river has lost approximately 65 percent of all aquatic life and 30 percent of all bird life. In addition, large traces of the types of industrial waste lost in the fire have been measured in the Black Sea over 110 kilometers southeast of the Rumanian-Bulgarian border.

The Danube River, at this time, is unable to safely accommodate even minimal boat and barge traffic. In addition, the German Government advises that water from the Danube downstream of Passau, Germany, not be used for human or animal consumption of any kind, under any circumstances until further studies have been completed.

Finally, the German government encourages all of our Danube neighbors to begin a three week moratorium on all boat and barge traffic on the Danube River. In summary, the fire at Pier 2 of the Meinhold Chemical Company is the worst and most severe case of industrial waste pollution.

Role Objectives

Franz Meinhold, President, Meinhold Chemical Company

- To represent the best interests of Meinhold Chemical Company and to improve the public image of the company.
- To minimize the amount of money Meinhold Chemical Company will pay for clean-up of industrial waste and damages to the Danube River.
- To remain competitive as a chemical manufacturing and storage company.

Henric Geschler, German Government Official

- To determine if safety regulations were met by Meinhold Chemical Company.
- To determine who is responsible for the fire and the clean-up of the Danube River.
- To determine what fines and penalties (if any) Meinhold Chemical Company will pay.
- To keep the Danube nations fully informed of all potential hazards resulting from the catastrophe.

Jana Jarocek, Czechoslovakian Environmental Activist

- To preserve the environment.
- To fight for stiffer regulations for producing, storing and transporting hazardous chemicals.
- To improve the water quality of the Danube River for future generations.

Jeremy Bellows, United Nations Environmental Agency

- To determine who is responsible for the catastrophe.
- To use diplomacy in order to get the Danube nations to work together to limit the chances of a similar catastrophe happening in the future.
- To recommend possible solutions to the United Nations General Assembly.

Kerstin Sachs, Austrian Ministry of Public Health

- To determine the extent of damage to the Danube River and citizens along the river.
- To issue health warnings.
- To monitor short-term and long-term effects to the environment.

Captain Nikolai Donescu, Rumanian River Boat Captain

- To make a living on the river moving cargo along the Danube.
- To protect the health and safety of his crew and ship.
- To enforce all health and safety regulations imposed on commercial shipping on the Danube River (or face costly fines).

Activity 16, An Outsider's View of Us: Misperception or Ethnocentricity?

The Chinese Visitor's Travelogue Handout 16A

The following excerpts were written in 1899 by a Chinese visitor, describing his experience in America (Hwuy-yung, A Chinaman's Opinion of Us and of His Own Country, London: Chatto and Windus, 1927). He was writing for Chinese readers who were eager to know what Americans were really like.

- Americans all look alike: though differing in height, some are very tall.
- Their arms and ears do not reach to the ground, as we depict them.
- Their garments are tight-fitting and very uncomfortable in hot weather, as it is now; and in the dignity and grace of our flowing drapery they are wanting . . . . Perhaps these cramping clothes are a necessary check to their fury, instituted by their sages . . . .
- All vehicles moved by oil machines are supplied with noisy trumpets to warn people to keep out of the way, for they have no right on the road unless the street-surety waves his hand for them to pass.
- The demeanor of many youths in this country shows want of respect for their parents and elders. They stare boldly and openly laugh at them; sit when they stand; do not wait to be addressed before speaking; their voices are loud, they interrupt others and lead the conversation.

Here the writer describes a football game:

I went a moon before with my instructor to see the game they call Foo-pon (football). (It) is played in winter heaven for it requires top endurance and activity. Within edge were three times ten thousand men and women. They came from what place? Sitting body we look see (watched) the game. It was same as a battle; two groups of men in struggling contention. These young, strong, quick men, what (do they) do? Men (on) one side try to kick goose-egg pattern ball between two poles that represent a gate or entrance. They run like hares, charge each other like bulls, knock down one the other rushing in pursuit of the ball to send it through the enemy's poles. When ball is kicked good and caught with quickness, then voices of the people burst forth like sound of mountain wave dashing against a cliff. Men and women mad with excitement yell and scream at the players.

Questions for Discussion

- How would you explain the events at the game to this writer?
- What things seem to surprise or impress him most?
- How would you explain the difference between a "battle" and a competitive sport?
- If someone had explained the rules of the game to this person, would his confusion cease?
- What else would he need to know?
- Do you think watching lots of football games without anyone to explain them would help this man understand better? Why or why not?

Activity 17, Demystifying Chinese: Language and Culture

Shang Dynasty Characters — Handout 17A

The Situation

In recent years archaeologists investigating tombs and sites of ancient cities in China have been increasing their knowledge of the earliest Chinese societies, such as the Shang Dynasty (1511-1128 B.C.). Imagine yourself to be part of a team digging up a tomb in North China. You have studied the Characters from Shag D ynasty writing, some of which are shown below. During your digging you find some new tablets. The characters shown on Handout 17B-on these newly found tablets-are not known to you. Using the characters you already know, can you discover the meanings of the new characters?

sun

hand

door

shelter

person

mouth

field

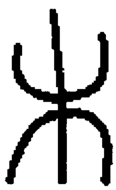
plant

 one

ten 

 up

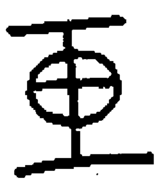
woman 

 tree

river 

 eye

word/speech 

 cart/Chariot

Activity 17, Demystifying Chinese: Language and Culture

Character Combinations — Handout 17B

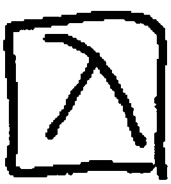
Each character combination represents only one word, not a phrase.

1.

2.

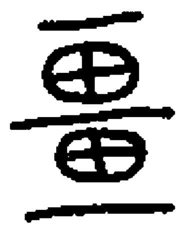
3.

4.



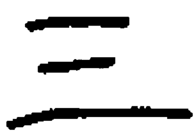
5.

6.



7.

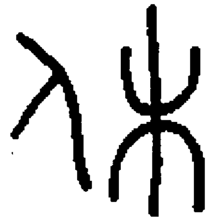
8.



9.

10.

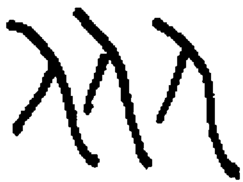
11.



12.

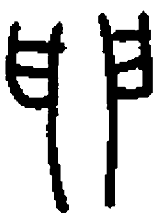
13.

14.

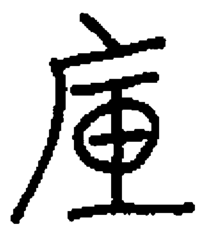


15.

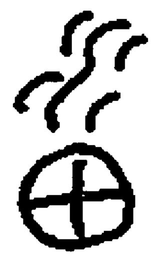
16.



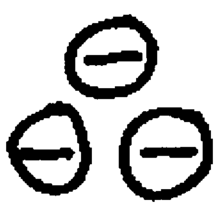
17.



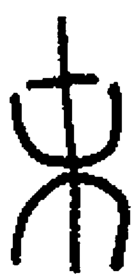
18.



19.



20.



Activity 17, Demystifying Chinese: Language and Culture

Answer Key

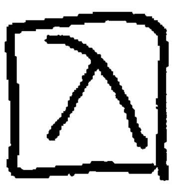
Handout 17C

1. Sunrise

2. locked

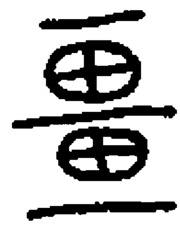
3. farmer

4. prison(er)



5. follow/agree

6. boundary/border

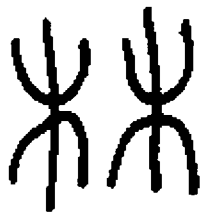


7. disagree

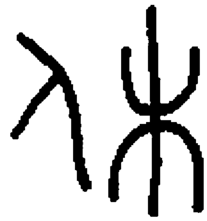
8. three

9. below/down

10. forest



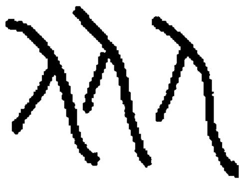
11. rest



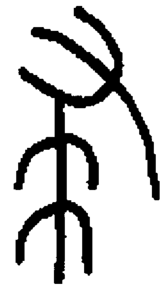
12. eyebrow

13. crop

14. group

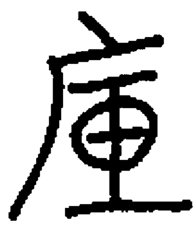


15. sweep



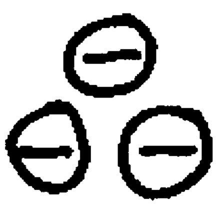
16. open

17. garage/storehouse

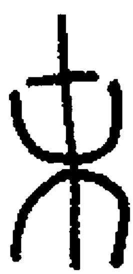


18. flood

19. bright



20. branch/twig



Activity 18, Missing the Point

Communicating Across Cultures Handout 18A

Case Study 1

Jane Smithers was a teacher. Her first job took her to a Navajo (Indian) reservation school in New Mexico. Jane was excited about the job. Being white and also from a northern city, she knew little of Indian ways. But she was eager to learn and to help improve education in the Navajo schools.

But from the very first day, things went wrong. The children never did well in tests. They were eager to learn and they did their work. But when test results were tallied, she was always disappointed. Ms. Smithers tried everything she could think of. She talked to her best students and urged them to do better. She offered prizes to the person with the highest score.

Still, when the next test came, the same thing happened. It was as though no one wanted to do well. She began to think the Navajo were lazy or didn't care. She had heard that kind of thing a lot. Indians are lazy," people said. "They don't want to work."

What was wrong? What kind of judgment was Ms. Smithers making about the Navajo? Was her judgment right? One day she talked to one of the parents. She told the man her problem. She said, "Your son could be a good student. But he doesn't try. Would you talk to him and see what the trouble is?" The father shook his head and smiled: "I don't need to question him," he said. "I know what the trouble is." And then he explained: "Among the Navajo it is wrong to try to push ahead of others. Only a showoff would do that. We believe it is more important to help each other. So, if some are not getting good tests, others will not try to beat them in the scores. That would be showing them up.

Questions for Discussion

- What lesson did the teacher learn?
- What harm could have been done if she had not learned this lesson?
- Suppose someone said to you: "I've been to Greece. I know those people. They were loud and rude." Would you believe this judgment? Why or why not?

Case Study 2

Harvey Brown was a high school student. As part of a special program, he was sent to Brazil to study for a year. He would be staying with a family named Vargas.

Mr. Vargas met Harvey at the airport. Immediately something happened that bothered Harvey. When they talked, Mr. Vargas stood with his face almost touching Harvey's. Harvey took a step backward. It was not very comfortable to be that close and talk. But no sooner did Harvey step back than Mr. Vargas stepped forward. They were nose-to-nose again.

If people were watching, they must have thought it was a strange sight. Harvey kept backing up so he could talk to the man. And Mr. Vargas kept edging forward. They went down the whole airport hallway like that, Harvey backing and Mr. Vargas advancing.

Questions for Discussion

- How do you suppose Harvey would have described this in a letter to his parents?
- Do you think he might be making false judgements about Mr. Vargas-or all Brazilians?
- Can you think of some custom that might be common in Brazil that Harvey didn't know about? (The custom, of course, is to stand very close to the person you're speaking with. Many Americans find this unsettling in Latin American countries.)

Activity 20, The Japanese Bath

The Japanese Bath — Handout 20A

This account was written by Lynne Greenfield, Assistant Principal for the Humanities at Townsend Harris High School, Queens, New York.

Long before our arrival in Japan, the members of The Japan Project, twenty New York City teachers of English and Social Studies, talked about the baths. The idea of bathing, naked and in public, provoked a variety of responses. So when the opportunity for our first public Japanese bath presented itself, the group, regardless of age and physical condition, forgot its inhibitions and concerns and in a spirit of adventure and educational discovery took the plunge.

The Ladies' Bath in the modern hotel down the steep hill from our rooms was large, attractive and invariably empty of women other than those from our group. During the week we frequented it, we saw few other bathers. I came to look forward to the nightly ritual of cleansing and soaking. It was the perfect ending for a long, hot day of touring. Seated on a small bench at an individual wash station, we would each cleanse ourselves thoroughly using the fragrant soaps and shampoos provided free of charge by the hotel. Conversation, like the water, flowed and continued non-stop as we sat in the steaming pool and later cooling off in the outer room. I thought the bath a lovely custom but not much different from what one experiences in the locker room of a good health club. Being "Japanese" was easier and more familiar than I thought it would be.

Our bathing experiences continued as we traveled through Japan. The baths differed in size and luxury of appointment. There were outdoor baths and garden baths and rooftop baths and specialty baths with statues and water slides. Now we wore yukatas, the patterned cotton house-robes, to dinner and to the baths. We still generally found ourselves alone and the sound of our jokes and laughter filled the room. The bath had become an important and much longed for part of the day.

At Matsuyama in Shikoku, we were told, was the oldest public bath in Japan. Steeped in its literary associations with the writer Natsume Soseki and the great haiku poet Masaoka Shiki, Matsuyama was a small city of hills and narrow winding streets. Dressed in our hotel's yukatas and gata (for those with feet smaller than size 8), we prepared to walk to the Dogo En Sen, the public bath. Stepping out into the softly lit evening we saw all about us, streaming quietly from every winding street and alleyway, Japanese people in yukatas. The streets shimmered with patterns of blue and white as people, singly or in pairs, strolled to the bath. As we melted into

this scene, I could not shake the sense of having entered a traditional Japanese woodcut. For the first time since arriving in Japan, I felt part of a Japanese picture.

The bath at Matsuyama was small, simple, crowded and very quiet. Yukata-ed people flowed in and out. We paid our entrance fee and exchanged our shoes for towels. The changing room was filled with Japanese women of all ages. Although no one looked directly at us as we, ten in number, entered, I could sense that we were causing quite a stir. We were the only Westerners. We were larger and heavier than almost anyone in the room and even trying to be quiet, we were loud.

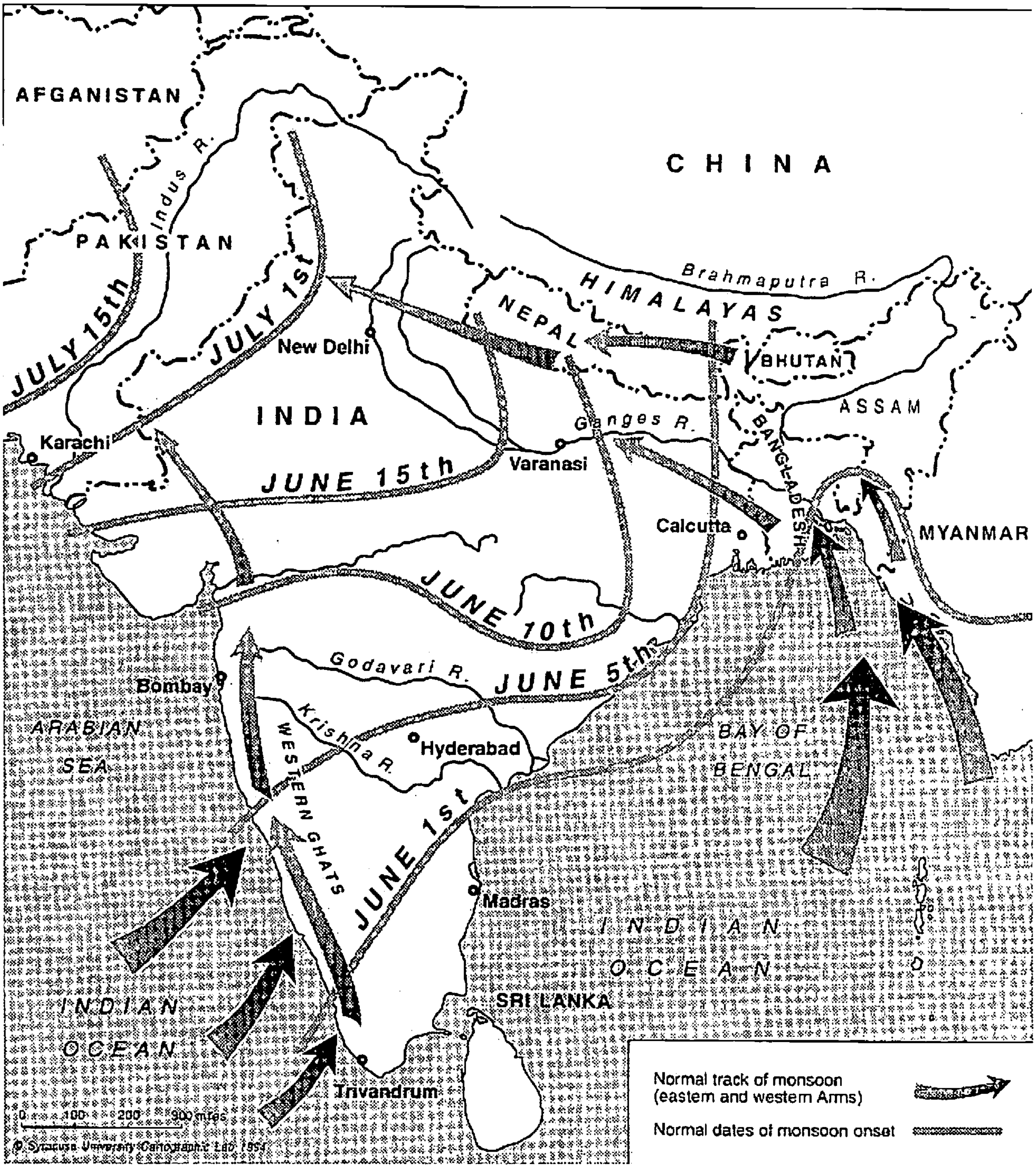
But we were ready to bathe. All our other Japanese baths had been out-of-town tryouts, rehearsals for this-our first really public, public bath. We undressed quickly and, in our studied, new-found, Japanese-inspired uninhibitedness, boldly entered the bath.

By the time we left, cleansed, steamed and relaxed, we knew that we had somehow gotten it all wrong. Japanese people did not parade around naked, but held small washing towels in front of themselves to give the illusion of cover. We were gently instructed by fellow bathers on the proper procedure for washing; the order to washing; number of cleansings and rinsings; when to use water from the tap or the pool and-how to be quiet. The bath was no longer a locker room, but a temple. The bath cleansed not just the body, but the mind and soul. It was a private experience in every sense of the word.

And with these revelations, came another-that this probably wasn't the whole story either. Being in Japan meant trying to peel away layers and layers of meaning from even the simplest acts. I learned not to take anything for granted; to observe and reserve judgment; to not jump to conclusions and to enjoy the complexity of experience that is Japan. Yet, when I think about Japan, I think about the bath and I see the picture of Matsuyama. What could be more simple, or more Japanese, than a twilight walk down the winding streets of a timeless city to a very old bath house and a small, stone bathing pool.

Activity 22, Water: Blessing and Curse in India

The Path of the Monsoon — Handout 22A



Activity 23, Earthly and Heavenly Explanations

The Fox and the Mole, A Tale Told in Peru

Handout 23A

"The Fox and the Mole," from Latin American Tales, by Genevieve Barlow. Permission pending.

Once a fox and a mole were neighbors. Each lived in his own snug little cave at the foot of a rocky hill. Although their ways were quite different, they got along together very happily.

The fox was carefree, and spent his days roaming through the fields and forest in search of food and adventure. But the mole stayed close to home, and dug for worms that lay around the roots of plants growing near the caves.

One night, when the new moon cast a faint silver light over hill and fields, the fox visited the mole as lie was sitting in front of his cave.

"What is your dearest wish, Mole?" asked the fox.

The mole answered promptly, "To have my pantry filled with those good worms that live around the potato roots. What do you wish for? Is it doves or partridges?"

"Nothing like that," the fox replied gaily. "I wish to get to the moon."

"To the moon?" the mole asked in astonishment, as if he did not hear correctly. "Did you say 'to the moon'?"

"Yes, to the moon. I would rather go there than travel to the sun or to the stars or roam the earth."

The mole shook his head in wonderment. "But how can you get there?"

"I wish I knew!" the fox said, with a deep sigh.

It was only a few days later, as the fox was tying a rope around a bundle of firewood, that a wonderful idea came to him. He shouted joyfully. "Now I know how to get to the moon! It's very simple. If I can get the condor to tie a rope to the tip of the moon, I can easily climb up there."

The fox picked up the firewood and rushed home. Excitedly, he called to the mole, "Good news! Come out and hear the good news!"

The mole appeared in his doorway. "What is it?"

"Tonight you and I are going to the moon. We will get the condor to help us!"

The mole hesitated for a moment, then inquired, "Will there be food for us on the moon?"

"Of course," the fox assured his neighbor.

"Then I will go," the mole answered.

"Wait here!" the fox commanded. He bounded toward the top of the hill, where the great condor lived.

"Good day, friend Condor," the fox called. "Will you help me?"

"Good day, Fox. Sit down, and tell me what you want me to do."

"Tonight Mole and I want to go to the moon, and you are the only one who can help us get there."

"I cannot carry you up there, because I am afraid to land on the moon."

"But would you be willing to fly near the moon?"

The condor nodded.

"Good!" said the fox. "Now I will get enough rope to reach the moon. Take one end of the rope in your strong beak, and fasten it securely to the tip of the new moon. Are you willing to do this?"

The condor agreed to the plan and said, "I shall begin my flight when I pick up the rope at your cave."

When darkness fell, the fox and the mole were impatiently waiting for the great bird. In front of the caves lay coils upon coils of strong rope made of the cortadera plant.

Finally the condor arrived.

"All is ready," said the fox.

The condor took hold of the rope in his beak. As he flew, the rope rose up, up, up, higher and

higher. The fox and the mole watched in awe. Finally, the condor returned from his long flight.

"The rope is tied securely," the condor reported. "But until you are on your way, I shall fly along with you."

The fox and the mole thanked the condor and made ready to start their climb.

The fox felt gay and fearless, but he knew Mole was nervous, so he said, "I shall go first warn you of any danger that may lie ahead."

"Good! But I am beginning to wonder if the food on the moon will be as good as it is here."

"Don't worry. It will be much better," the fox assured him cheerfully, as he started to climb up the rope.

The climbing fox was followed by the climbing mole. Up they went, paw over paw, paw over paw. Soon they were high above the treetops! Then they were looking down on the hill where they lived.

All at once they heard a loud, screeching "Ha, ha, ha!" It was the voice of a bright-colored parrot with beautiful green wings. He circled around them.

Thinking that the parrot was mocking them, the mole became angry. He stopped climbing and shouted, "Be quiet, you clumsy, chattering long beak. You are jealous because you cannot go to the moon."

Instead of answering, the parrot circled around and around the mole, each time coming closer.

"Silly nitwit, go back to earth. You will never get to the moon," the mole shouted.

"Ha, ha, ha! Neither will you!" the parrot replied, laughing.

Then the parrot flew to the rope above the mole's head. He began to peck, peck, peck with his sharp beak.

"Stop, stop!" pleaded the mole. "If you stop pecking at the rope, I will give you enough corn to last a lifetime! White corn, yellow corn, purple corn, any color you wish!"

The parrot was too busy to answer.

"Peck, peck, peck." Then, CR-R-R-ACK, the rope broke.

The condor, flying beneath the mole, was prepared for this terrible moment. He caught the mole on his back and flew him safely to his cave.

When the animals heard how foolish the mole had been, they began to taunt him and all his relatives. To avoid hearing these unkind remarks, all the moles left their dwellings in caves and rocks. They made homes for themselves beneath the earth. Since then they have lived in those burrows and come out only at night when the other animals are asleep.

And what happened to the fox? In Peru, it is said that on clear nights the fox can be seen standing on the moon and looking down on the Earth.

And when the new moon appears, a bit of rope can still be seen dangling from the tip if one looks very, very closely.

For Discussion

- Why is the mole less than enthusiastic about the fox's ideas? How would you describe the mole's nature or personality? How would you describe the fox's nature? Given the character of the mole, do you think he should be trying to go to the moon? Explain.
- Why do you think the parrot acts as he does? It is important to know that parrots have a special place in Latin American Indian tradition. An ancient Indian tribe in the area that was to become Ecuador told a story about parrots. In it, a bird called a macaw rescued humankind from starvation. Thus, throughout Latin American history, birds of the parrot family have been worshiped out of gratitude, and their feathers used for ceremonial dress. In the light of these facts, do you think the parrot in the story act out of jealousy? Is he mean or uncaring? Does he seem friendly toward the mole? Is he acting out the role of fate in some way?
- Is your world divided into foxes and moles? What do the foxes do with their lives? What do the moles do?
- Tales like "The Fox and the Mole" have been told for centuries because the moon was unattainable. What might a 21st century fox want to do?
- How would you state the moral or lesson the way a person's ambition should fit his or her nature and position? Do you agree with the moral or disagree? Explain.

Activity 25, Your Community and the World

Survey Format

Handout 25A

Instructions: In each of these ten categories, you should identify a minimum of five separate items. Use additional paper as needed.

GROCERY Name ____________________

Product	Brand Name	Country
1. ____	____	____
2. ____	____	____
3. ____	____	____
4. ____	____	____
5. ____	____	____

NEWSSTAND Name ____________________

Magazine/Newspaper	Language	Country
1. ____	____	____
2. ____	____	____
3. ____	____	____
4. ____	____	____
5. ____	____	____

TRAVEL AGENCY Name ____________________

Destination Advertised	Country
1. ____	____
2. ____	____
3. ____	____
4. ____	____
5. ____	____

MUSIC STORE Name ____________________

Performer	Title of CD	Country of Origin
1. ____	____	____
2. ____	____	____
3. ____	____	____
4. ____	____	____
5. ____	____	____

BANK Name____________________

Foreign Currency	Country	Exchange Rate (How many = US$)
1. ________	________	________
2. ________	________	________
3. ________	________	________
4. ________	________	________
5. ________	________	________

RESTAURANT Name____________________

Food Specialty	Country
1. ________	________
2. ________	________
3. ________	________
4. ________	________
5. ________	________

MOVIE THEATER Name____________________

Theater Name	Movie Title	Country of Origin
1. ________	________	________
2. ________	________	________
3. ________	________	________
4. ________	________	________
5. ________	________	________

HOUSE OF WORSHIP or CHARITABLE ORGANIZATION Name____________________

Name	Project	Country/Countries Involved
1. ________	________	________
2. ________	________	________
3. ________	________	________
4. ________	________	________
5. ________	________	________

VARIETY STORE Name ____________________

Product	Brand Name	Country of Origin
1. ______	______	______
2. ______	______	______
3. ______	______	______
4. ______	______	______
5. ______	______	______

PEOPLE Name ____________________

Person's Name	Relationship to Me	Country of Origin
1. ______	______	______
2. ______	______	______
3. ______	______	______
4. ______	______	______
5. ______	______	______

Activity 25, Your Community and the World

World Map Handout 25B

Activity 26, Historic Parallels

Historic Parallels   Handout 26A

United States	African Nations
For 150 years, the Appalachian Mountains acted in people's minds as a barrier to westward expansion.	For over 200 years the interior of Africa acted in people's minds as a barrier to exploration and development.
For Early American beliefs and attitudes towards Native Americans & the perceived need to pacify, educate and "civilize" them and the "unequal treaties" they were forced to sign	Colonialist attitudes and beliefs about Africans and the "White Man's Burden." & the perceived need to improve their lives and "civilize" them and the "blank treaties" they were forced to sign.
Endless conflict between the ranchers and the farmers in the early American West.	Similar conflicts between nomadic herdsmen and sedentary farmers in parts of Africa throughout history.
Early exploration of North America (routes, distances, hardships, accounts and myths).	Similar early exploration of the African continent.
Native Americans being forced off their land and onto "reservations." (Native Americans were not granted full citizenship until 1924.)	Africans in many areas being forced off their land and onto Bantu "homelands" in South Africa today.
Our "War for Independence" from colonial rule, and the difficulties faced in developing national unity once the British "enemy" was gone.	The similar wars of African nationalists for their independence, and the difficulties they faced in developing a sense of "nation" once the common colonialist "enemy" was gone.
Our Civil War (after 75 years as a nation) to assure national consensus.	Africa's 20th Century "civil wars" (after only 30+ years as nations) which continue even today for similar purposes.
Colonial-period restrictions on American trade and industry under the British-dominated mercantile system.	Similar conditions in Africa before independence & today, where in many cases, political colonialism has been replaced by economic colonialism, i.e., neo-colonialism.
The US remained a net importer of development capital until World War I.	The need of African nations today for development assistance.
Rapid urban growth & the move to cities with its accompanying problems (in 1790 the US was only 5% urban, in 1880 only 28% urban, & not until 1980 had it reached 78% urban, & even greater today).	African problems with the rapid "drift to the cities" and the accompanying problems in African nations today.

Activity 29, The Global Economy: The World Monetary System

Currency Exchange — Handout 29A

Cash Before You Go: $1 Equals...

Rates paid to individuals exchanging cash in the United States, not including service fees. Rates for cash are usually more favorable abroad, as are rates for credit card purchases and traveler's checks. Source: Thomas Cook Foreign Exchange

	Oct 12, 1998	Oct 13, 1997
Africa		
Kenya (shilling)*	51.50	43.68

Exercise B: Currency Equivalents and Changing Money

In the US and around the world, money can be changed from one currency to another at most commercial banks. In New York City, for example, you can exchange a US dollar bill for Brazilian cruzeiros, Italian lire or Sri Lankan rupees at most large banks. The rates of exchange change daily. The exchange rate tells you how much foreign money is required to buy an American dollar. Banks will charge a small commission for this service. New York City is an international banking center. By 1991, foreign banks had 463 offices in New York City, and New York's own banks and financial institutions, such as American Express, Citibank, and Chase Manhattan, have branches around the world. Changing money is only one of a number of services that banks perform in today's global economy.

Reflect the Currency Chart. It indicate what the American dollar and other currencies are worth on a certain day. The currencies change in value daily, so that world events, or crises in the money markets of the world, may have serious effects on the value of money on any one day.

Given this information, how would you respond to each of these situations?

- Your cousin in Brazil sent you a record for Christmas. You noticed the price tag was still on the record. It cost 7,160 cruzeiros. You want to send a gift in return that costs about the same amount in US dollars What will you have to spend?

- You want to order a sweater shown in a catalogue from a store in London, Great Britain. In the catalogue the price of the sweater is 20 pounds. About how many dollars will it cost you?
- You are traveling in Mexico. You can only afford to spend $15 a night on a hotel. You have just arrived at a hotel and notice a list of prices-single rooms start at $1,578 a night. The hotel desk clerk notices your look of shock and explains that in Mexico the "$" means "pesos." Can you afford the room?

Exercise C: Asian Economic Crisis

As a result of the Asian economic crisis, the Port Authority of New York and New Jersey experienced a 7% increase in imports and a 7% decrease in exports to the Far East. This is because items imported from the Far East were cheaper, so we purchased more. Conversely, they could not afford to purchase our goods, so exports to the region dropped.

As a result of all of the information above, how would you respond to the following:

- Will the value of the dollar goes up or down if the following events take place? Explain your answer.
- More people in other countries want to buy computers and video games made in the US
- More foreign tourists travel in the US
- People in other countries stop buying US-made cars and buy Japanese ones instead.
- Americans start spending more money on imported clothes, televisions and cameras.

Exercise D: Changes in the Value of the Dollar

A change in the value of the US dollar on international currency markets could make imports (like a Sony Walkman) much cheaper or it could make them more expensive. Changes in the dollar's value in relation to foreign currencies could make a vacation in the Bahamas much cheaper or more expensive. A change in the value of the dollar could even cause thousands of Americans to lose their jobs, or it could create thousands of new jobs in New York and the rest of the United States.

What happens if the value of the dollar drops considerably? Does this mean problems for Americans? Actually, some Americans would benefit; others might face problems. It depends on how each individual's job and purchases are connected to the world economy.

Given all of the information above, how would you respond to the following:1

The value of the dollar has dropped significantly in relation to most foreign currencies. Can you explain why each of the five people described here are happy or sad?

- A person who wanted to buy a new Sony VCR made in Japan.
- A garment worker in a clothing factory.
- An American who wanted to travel to Israel.

- A French salesperson selling IBM computers (made in US) in Paris (he is paid a salary in French francs).
- A worker in an American automobile factory who finds out he is laid off.

[1]A drop in the value of the dollar makes imports more expensive, which explains the feelings of persons #1 and #2. Travel abroad becomes more expensive for person #3. US exports become cheaper for foreigners to buy so person #4 will improve his sales record (but not his earnings since his salary would remain the same). Person #5 is happy both because imported cars will now cost Americans more and because US cars will now be cheaper for foreigners to buy; this increase in the demand for US cars means he probably won't be laid off after all. An increase in the value of the dollar would have effects exactly opposite to those described above. In general, persons who are employed in producing, shipping or selling exports would be hurt by an increase in the value of the dollar as would persons producing goods facing competition from imports. On the other hand, persons who are consumers of goods made abroad or who travel frequently in foreign countries would benefit from an increase in the dollar's value in relation to other currencies. Whether an individual gains or suffers losses depends on how that particular person is linked to the global economy.

Activity 30, Women, Literacy and Development

Women's Literacy: Investing in the Future

Handout 30A

- Women's literacy is the single most important factor in development.
- One out of every three women in the world is illiterate. Infant mortality and malnutrition are significantly lower with mothers who have completed primary education.
- Women are responsible for 70 percent of food production in Africa.
- Agricultural production can rise by as much as 25 percent when poor farmers receive even as few as four years of schooling.
- Studies show that women in developing countries are engaged in work from twelve to eighteen hours a day, every day of the week, to ensure the survival and well-being of their families. They must prepare meals, care for children and walk miles to get water and fuel. In certain parts of the world, women play the main role in growing food, as well as in selling or trading it for other needed items.
- A woman's workday usually begins before dawn and ends long after sunset. Under these circumstances, how will it be possible for women to learn to read and write or attend other classes, even if their husbands allow them to do so, which is not always the case?
- Between 70 percent and 90 percent of students enrolled to achieve literacy in African countries are women.
- *"We are not empty pitchers. We have minds of our own. We can reason out things. And, believe it or not, we have dignity. Let those who teach us remember this."* Woman enrolled in a literacy class in Africa
- Not long ago a group of literate women from the south coast of Kenya were explaining the advantages of their recently acquired skills in reading, writing, and calculation. Now that they could sign their names, they had more control over money transactions, and could read medical prescriptions and instructions. "Our eyes have been opened," said one of them, expressing her new sense of pride and increased self-reliance.
- *"I would educate women more than men. Women bear and raise children. So, women prepare the future. How can the future be good if women are illiterate?"* Zapotec Indian woman in a literacy class in Latin America.

Activity 31, Continental Connections: The Twenty-Four Hour Trip

World Map Handout 31A

Activity 32, The Food We Eat: Where Did it Come From?

Where Did It Come From? Handout 32A

THE CHEESEBURGER

Food Ingredient	Point of Origin/Domestication	Approximate Date

THE SOFTDRINK

Food Ingredient	Point of Origin/Domestication	Approximate Date

Activity 33, The World in Your Closet

Data Chart

Handout 33A

CLOTHING ITEM	MANUFACTURED WHERE	FIBER CONTENT	SOURCE OF RAW MATERIAL
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

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